

An Accessible Integrated Grammar and Competency-Based Curriculum for Volunteer Teachers  
of Adult English Language Learners in a Community-Based Context: A Needs Assessment

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## **Abstract**

Many community-based literacy programs use volunteer teachers to increase their capacity. These volunteers have varying levels of training and experience, and have differing motivations for volunteering their time in Adult ESL classes. Strong anecdotal evidence from both volunteers and students suggests that some volunteers may not be prepared to take on the task of teaching grammar. This paper presents the results of a needs assessment conducted with volunteers who teach evening classes in an adult literacy program based in an urban community-based organization in the Midwest. The purpose was to find out what volunteers need in order to be successful at teaching grammar. In addition, this paper presents curricular suggestions to fill these gaps.

## **Introduction**

Many community-based literacy programs use volunteer teachers to increase their capacity. These volunteers have varying levels of training and experience, and have differing motivations for volunteering their time in classes for adult English language learners. Strong anecdotal evidence from both volunteers and students suggests that some volunteers are not well-prepared to take on the task of teaching grammar.

As the coordinator of the evening Adult Education Program at Neighborhood House, I have been approached by students who have asked me to talk to the volunteers about reviewing the grammar topic that they had studied that day because many of them were confused. In addition, I have had volunteers confess to me after class that they did not feel prepared to answer student questions about grammar. In the interest of ensuring that the students are provided with the best possible programming, I decided that I needed to get more information about exactly what was happening in the classroom, and what could be done to better support volunteer instructors.

In this paper, an effort is made to answer the following questions:

- 1) What kind of training/experience/educational background did the volunteer teachers have?
- 2) What is observed in the classroom with respect to the teaching of grammar?
- 3) What was the attitude of the volunteers toward the teaching of grammar?
- 4) What resources do volunteers have available to them and which ones do they report using to inform their grammar instruction?

## **The Context**

The Adult Education Program serves students age 16 and older, as long as they are not concurrently enrolled in high school. Most students in the evening program work during the day and do not have children, or have children who do not need childcare, or have family members who care for young children while they are in class. Most of the students in these levels began high school in their home countries, but may or may not have finished. The majority of the students in the advanced and intermediate classes tested into one of these classes during intake, and, at the time of this study, had been enrolled in the program for less than a year and had been living in the United States for a period of 1 to 15 years. Students in the intermediate-level class are operating at a low-intermediate basic education Educational Functioning Level (EFL), as defined by the National Reporting System for Adult Education (NRS) (Appendix A). Students in the intermediate-level class typically take a B- or C-level CASAS Life and Work Reading test and earn a scaled score between 209 and 219. Students in the advanced-level class are functioning at a high-intermediate basic education EFL or higher. Students in the advanced class are taking a C- or D-level CASAS Life and Work Reading test and earn a scaled score between 220 and 236. Advancement for those students earning higher than a 236 on CASAS during intake is measured using the Test of Adult Basic Education (TABE) ([www.ctb.com/TABE](http://www.ctb.com/TABE)). A visual representation of how the class level and Neighborhood House, EFL, reading tests level and CASAS score are related is shown below.

Table 1

*Relation of Classes, EFL, Test Level and CASAS Scores*

Neighborhood House Class	Educational Functioning Level (EFL)	Reading Test Level	CASAS Score
Intermediate	Low-intermediate Basic	CASAS B or C	209-219
Advanced	High-intermediate Basic	CASAS C or D	220-236

The staff teachers in the Adult Education Program at Neighborhood House are highly qualified, despite the fact that having a master's degree or a teaching license is not a necessary qualification to teach in an adult education program within a community-based organization. In the evening program, one of the staff teachers has a Ph.D. in German and a TEFL certification from Hamline University. The other staff teacher is enrolled in the MA ESL program at Hamline University and is simultaneously pursuing a K-12 licensure. The evening coordinator has a Minnesota State teaching licensure for Adult Basic Education and has completed all of the coursework for a Master's degree in ESL.

In the evening Adult Education Program where I coordinate classes, volunteers are currently teaching the intermediate- and advanced-level classes, which are held four nights a week for two hours per night. Each class is assigned two volunteers every night so that in the event that one of them is unable to attend, the other can be there to lead the evening's activities. This means that in one week, students see four sets of co-teachers, or eight teachers total.

In order to teach in the program, volunteers must be at least 18 years of age and

must have graduated from high school. Each year there are a handful of volunteers who are enrolled in college and who donate their time in order to fulfill requirements for a service learning project. The majority of volunteers are college graduates, many of whom have had experience learning a second language. Some of the volunteers either have Master's degrees in related or unrelated fields, or are working toward them. Some have experience teaching abroad. Others have K-12 teaching licenses. At the very minimum, volunteers are required to complete a 12- hour training offered by the Minnesota Literacy Council ([www.mnliteracy.org](http://www.mnliteracy.org)), a non-profit organization dedicated to providing literacy services statewide. The volunteers do not necessarily have to complete the orientation before they begin teaching, but they are expected to complete it by the end of their first term. At the orientation, the volunteers receive the *English as a Second Language Volunteer Tutor Manual* (Minnesota Literacy Council, 2009) with roughly 200 pages of information about immigration and culture, adult learners, lesson planning, and language assessment, in addition to teaching suggestions and techniques for oral skills, literacy, vocabulary, spelling, and grammar. The manual is used during the twelve-hour training, but use of this guide by volunteers as a resource when preparing grammar lessons is not necessarily common, according to the findings from the survey administered for this study.

In addition to attending the 12-hour pre-service training, volunteers are expected to attend at least 2 hours of training each year. According to the Adult Basic Education Volunteer Training Standards outlined by the Minnesota Department of Education (Appendix B), some volunteers are exempt from the pre-service training, and may not have ever received the tutor manual. These volunteers include:

- Any volunteer tutor who began volunteering prior to July 1, 2006
- Any volunteer who has:
  - a TEFL/TESL certification
  - a college degree in ESL or Linguistics
  - a current Minnesota K-12 license (Note: Must be a non-expired license which implies the need for renewal credits to keep current.)
  - over 400 hours of documentable ESL instruction (volunteer or paid teacher) in a program or programs comparable to the Minnesota system ESL programs.

The curriculum for each of the classes at Neighborhood House is written by the staff teachers and program coordinators. The curriculum is broken down into two week units, and new students can start classes on the first day of each two-week unit until about half-way through the term. Each two-week unit has a grammar topic and a content topic. These topics are determined by the competencies that the Comprehensive Adult Student Assessment Systems (CASAS) reading and listening tests ([www.casas.org](http://www.casas.org)) attempt to assess (Appendix C). The tests focus on life and work skills, and the students are required to take the reading test at intake and then every five to seven weeks throughout their enrollment in the program. The percentage of students who gain levels on this test helps determine the amount of funding the program will receive from the state the following year.

The curricula list objectives for each night of the week and also list suggested materials (see unit from intermediate curriculum in Appendix D). If volunteers find resources that they prefer to use that are not listed in the curricula, but still help students to meet the objectives, they are free to make use of them. Often there are a variety of materials suggested in order to allow the volunteers some freedom to choose.

## **Literature Review**

One of the challenges in doing research in this area is the fact that adult English language learners studying non-academic English are, as Mathews-Aydinli puts it, “overlooked and understudied” (2008, p. 198). In searches on both EBSCOhost and *Linguistics and Language Behavior Abstracts*, Mathews-Aydinli found only 23 published articles and 18 unpublished dissertations using the keywords “Adult ESL”. Mathews-Aydinli categorizes the literature under three headings: ethnographic studies, teacher-based studies, and studies focusing on second-language acquisition. Of the 41 total studies, 23 are ethnographic, 12 are teacher-based, and only 6 focus on issues of second-language acquisition. In other words, research had not yet adequately addressed the matter of how well our adult students are being served in our classrooms and how we can improve our service to them. Research about volunteers in community literacy settings, how or if they are trained, what they are capable of, and how they are used in different organizations is also lacking, as my own search for literature about volunteers who teach adult English language learners proved. An overwhelming majority of the material consists of guides for volunteers who are new to the area of teaching English to adult learners, but I was unable to find any research about volunteers’ teaching ability or knowledge about English grammar. While Mathews-Aydinli (2008, p. 201) chooses to ignore studies regarding adult-basic-education learners because they typically focus on native English speakers with “completely different linguistic, cultural, and educational backgrounds,” I tend to think that volunteers who work with native speakers of English in literacy programs may have something in common with volunteers who work with non-native-speakers of English in adult education programs, because they are both interested



in increasing literacy.

While I was unable to find any literature about what volunteer teachers of ESL know about teaching grammar, a search turned up a University of Tennessee study entitled, “Volunteer instructors in adult literacy: Who are they and what do they know about reading instruction?” (Ziegler, McCallum, & Bell, 2007). Researchers at the University of Tennessee developed an assessment to measure what participants knew about using reading strategies. The Assessment of Reading Instruction Knowledge-Adults (ARIK-A) assesses how much participants know about alphabetics, fluency, vocabulary, comprehension, and assessment. Ziegler, et al. (2007) found that volunteers demonstrated a little over 60% mastery of each of the ARIK-A scales. While those with less than a bachelor’s degree scored significantly lower than those volunteers with either a bachelor’s degree or a master’s degree or higher, there was no significant difference for those with a bachelor’s degree as compared to those with a master’s degree or higher. There was a significant positive correlation found for years of experience teaching adolescents and years of experiences teaching adults, but not for years of experience teaching children. In other words, as the number of years of experience teaching adolescents or adults increased, volunteers’ ARIK-A scores tended to increase. Volunteers who were certified teachers earned significantly higher scores on the ARIK-A than those who were not certified. Correlational analyses were conducted to examine the relationship between hours spent in training (during the previous four years) and knowledge of teaching reading determined by the ARIK-A score. Surprisingly, no significant differences were found. This study suggests that while teacher certification improves knowledge about teaching reading, training and professional development may

actually do very little. The fact that in-service training and professional development does not lead to an improvement in knowledge about reading instruction is, as Ziegler, et al., (2007) say, contrary to “conventional wisdom” (p. 137).

One thing is relatively clear, whether we are talking about volunteer teachers of reading for native speakers or volunteer teachers of grammar for non-native speakers of English: “A one-size-fits-all training is not likely to be effective for a group of instructors who have widely divergent backgrounds and experiences” (Ziegler, et al., p. 138).

Just as volunteer teachers come to class with differing levels of training and differing motivations for wanting to be in the classroom, adult English Language Learners (ELLs) come from a variety of different educational backgrounds and have diverse reasons for wanting to learn English. Regardless of their proficiency levels or goals, almost all students can benefit from learning English grammar. Savage, Bitterlin, and Price (2010) provide several reasons for why teaching grammar in the context of an Adult ESL classroom matters: Grammar enables, it motivates, and it provides a means to self-sufficiency. Grammar is the foundation upon which all other language skills are built. Savage, et al. give real-life examples of how communication can break down when learners are not attuned to structure. Grammar instruction encourages learners to pay attention to structure. “Once learners have internalized the structure through repeated exposure, they can use this knowledge to monitor their own language use” (Savage, et al., p. 4). According to these authors, this “ability to self-correct is particularly desirable for students with job-related or educational goals” (p. 4). One of the skills that we hope our students can walk away with when they leave adult education programs is autonomy.

While teaching grammar seems to be of value for adult ESL students, the question of whether to teach grammar explicitly remains. With the popularization of communicative methods in the late 1970s, explicit grammar instruction was deemphasized. However, recent research has shown that in order for learners to attain accuracy, explicit grammar instruction is necessary. In the 2004 *Annual Review of Applied Linguistics*, Nassaji and Fotos provide a comprehensive review of the current research on the teaching of grammar.

In their chapter, Nassaji and Fotos indicate that “noticing or awareness of target forms plays an important role in L2 learning,” citing studies which reveal the inadequacies of teaching approaches where the emphasis is on meaning-focused communication and grammar is not addressed. In addition, Nassaji and Fotos refer to research which has found that learners cannot process target language input for both meaning and form at the same time, and therefore learners who are focused solely on meaning fail to process and acquire the forms.

In addition to the evidence that approaches which omit direct grammar instruction have limited effectiveness on students’ development of grammatical accuracy, there are also studies that strengthen the argument in support of explicit instruction by revealing advantages of focusing on form. A meta-analysis of 49 studies on the effectiveness of L2 instruction conducted in 2000 by Norris and Ortega concluded that “explicit instruction results in substantial gains in the learning of target structures in comparison to implicit instruction alone, and ... these gains are durable over time” (Nassaji & Fotos, 2004, p. 129).

Although there is no perfect formula guaranteeing that students will accurately

acquire grammatical forms, Nassaji and Fotos (2004; p. 137) conclude that the following conditions are essential:

- 1) learner noticing, or conscious focus on “elements of the surface structure” (Schmidt, 2001, p. 5), and continued awareness of target forms.
- 2) repeated meaning-focused exposure to input, or the written or spoken language the learner is exposed to (Lightbown & Spada, 2006, p. 201), containing the forms
- 3) opportunities for output, or speaking and writing (Swain in Doughty & Williams, 1998, p. 64), and practice.

Nassaji and Fotos note that because the acquisition of grammar is “affected by internal processing constraints, spontaneous and accurate production will not be instantaneous, but requires time as learners move toward mastery” (p. 137).

Over the years, the language teaching pendulum has swung between approaches that are primarily communicative and approaches that explicitly focus on form (Celce-Murcia & Larsen-Freeman, 1999). Many ESL researchers and practitioners now generally agree that a balance between the two types is the best method for improving grammatical accuracy. Even Azar, whose grammar textbooks tend to focus on more mechanical types of exercises, agrees that “communicative teaching and grammar teaching are not mutually exclusive: they are mutually supportive” (Azar, 2008).

At Neighborhood House, where a competency-based approach is used, this type of “mutually supportive” method of instruction which focuses both on communication and form is embedded deeply in context in the curriculum. A competency is an objective

“described in task-based terms such as, ‘Students will be able to...’ that include a verb describing a demonstrable skill such as *answer*, *interpret* or *request*” (Peyton & Crandall, 1995). The Comprehensive Adult Student Assessment System, or CASAS, is a competency-based learner assessment system that is used to satisfy funders’ evaluation requirements for this community-based adult education program. Integrating explicit grammar instruction with communicative activities is a recommended approach for language teachers. Parrish (2009) recommends that teachers who use a competency-based curriculum, like the volunteer teachers who participated in this study, use this approach. She gives examples of meaning-based, communicative tasks followed by questions to elicit the grammar and check comprehension of the meaning of the grammar structure that had been focused on. Parrish includes an appendix, shown below in figure 1, which lists sample competencies and a suggested grammar focus for these competencies.

Sample competencies	Possible grammar focus
1. Apologizing and providing reasons	Past continuous ( <i>I was V + ing when ____.</i> )
2. Asking coworkers for assistance	Polite modals ( <i>could you please, would you mind V + ing</i> )
3. Describing symptoms	Present perfect continuous ( <i>I have been feeling, experiencing</i> )
4. Describing what you need at the store	Passive ( <i>is made of, is used for</i> )
5. Following verbal instructions at work	“when” clauses ( <i>when you ____, do ____</i> )
6. Interviewing for a job	Present perfect ( <i>I have worked as a nurse for 5 years.</i> )
7. Taking and leaving telephone messages.	Reported speech ( <i>____ said that, ____ told me to . . .</i> )
8. Understanding a doctor’s recommendations	Modals of advice and obligation ( <i>should, have to, must</i> )

The Grammar of a Competency (Figure 1)

While asking students to do communicative tasks with the target grammar structures is important practice for the real world, taking the time to explicitly teach the form is an essential part of *scaffolding*, or language support provided for the “communicative success” of the learner (Tarone & Swierzbis, 2009, p. 170). Asking students to use a specific form before they are able to identify it, form it, or understand its meaning, can frustrate and overwhelm them. Ensuring that students understand form, meaning, and use makes students’ understanding of grammar more complete and can facilitate their use of the structures in appropriate ways. The form, meaning, and use framework is advocated by Celce-Murcia and Larsen-Freeman in *The Grammar Book* (1999) and by the authors of *Grammar Sense 1* (Pavlik & Kesner Bland, 2005).

While discussion of volunteer training and the matter of how to teach grammar are concerns that need to be taken into consideration, it would be a grave mistake to overlook the area of curriculum development since it provides the foundation for instruction, whether by volunteers or qualified professionals. In “Who are Minnesota’s ESL Practitioners?,” Johnson, Marchwick, and Liden present the results of a 2010 survey revealing that one of the key areas in which ESL teachers in Minnesota need professional development is curriculum writing. Nearly 25% (44/178) of professionals surveyed responded that they were seeking guidance in developing curriculum; others said they lacked confidence in integrating a specific skill into the curriculum. According to Johnson, et. al (2010) there are no content standards for ABE in Minnesota at this time. Considering this state of neglect regarding curricula, this paper presents recommendations for curriculum development which will help support volunteers in their teaching of grammar.

## **Performing a Needs Assessment**

In order to find out more about what was happening in the volunteer-led classes in regards to grammar, I gathered data in three ways: administration of electronic surveys regarding volunteers' educational background and teaching experience, observation of the volunteers' teaching in class, and interviews with the volunteers. In addition, a critical examination of the current curricula and suggested materials was performed.

The instruments used with the volunteers included a survey (Appendix E) and a list of post-observation interview questions (Appendix F). The survey had 16 questions and included open-ended questions about orientation they had received and how much teaching experience they had. The post-observation interview questions encouraged volunteers to be reflective about what their objectives had been, which activities were intended to meet these objectives, what elements of the lesson were successful, and what they might change if they were to teach the lesson again. No rubric was used for the observations of volunteers, but the researcher considered whether volunteers touched on form, meaning, and use, and whether students showed that they had met the objectives and were able to use the target form in communicative class activities. Before the analysis of the surveys, observations, and interviews, whether or not the volunteers had any training regarding the form, meaning, and use framework was unclear. The researcher was curious to see whether the current curriculum was written in a way that guided volunteers to utilize this framework or not.

The researcher performed the observations on four separate occasions over a period of about three weeks. Each of the volunteers was asked about their willingness to participate in the study and those who agreed read and signed the form for informed

consent (Appendix G). In addition, a brief overview of each section of the form was explained to the volunteers and they were given the opportunity to ask any questions they may have had, although none of the volunteers had questions regarding the consent form. After each observation, the researcher immediately interviewed the volunteer teachers and noted took notes on their responses. After the observation and interview, the researcher emailed the surveys to the volunteers, who completed them and returned them electronically.

Seven female volunteer teachers between the ages of 21 and 69 participated in the process. Four of the teachers were volunteers in the intermediate class and three were volunteers in the advanced class. These seven volunteers were the only volunteers teaching evening ESL classes during the term when the research was being done. In addition to the data collected from volunteers, the researcher examined the curricula and materials made available by the Adult Education Program at Neighborhood House.

### **Findings from the Needs Assessment**

#### **What kind of training/experience/educational background did the volunteer teachers have?**

All of the volunteers had at least a bachelor's degree when they began volunteering with the program. Five of them had majored in a foreign language, and the other two majored in Hispanic American Studies and International Relations. Three of the eight reported having advanced degrees and one of them was enrolled in an MA in ESL program at a local university. All had either received some sort of orientation to teaching from a variety of organizations (e.g., the MLC, Minnesota Reading Corps,



Berlitz) and/or had experience teaching or tutoring before beginning their volunteer experience. None of these volunteers had current teaching licenses, although one reported having had a license in the past and another reported being enrolled in a K-12 licensure program. According to the surveys, all of the volunteers reported either having had prior experience with language or literacy teaching, or having had some sort of prior training. In order to protect the identities of the volunteers, pseudonyms have been used.

All three of the volunteers in the advanced class who participated in the study were returning volunteers; they had all taught in the adult education program during previous terms. In the Monday night advanced class, both of the volunteers, Philomena and Jane, had completed their TEFL training at Hamline University, and Philomena had also had prior experience teaching French. Both of these volunteers have been teaching with the adult education program for about one year. In the Wednesday night advanced class, the volunteer, Julie, reported having completed the 12-hour training offered by the Minnesota Literacy Council, as well as attending other various trainings offered by the MLC and the Adult Education program. Julie said that she had a teaching license and had taught German, Spanish, and English (not ESL) at the high school level. In addition, she has a master's degree in German and had taught German at the college level. She had been volunteering with the adult education program for over ten years.

All four of the volunteers in the intermediate class were new volunteers; none of them had taught with the Adult Education Program at Neighborhood House during a previous term. In the Monday night intermediate class, one of the volunteers, Mandy, reported having taught at Berlitz Language Schools, which does require special training. The other volunteer, Emily, was in the middle of completing her Master's degree in

education and had experience teaching abroad. On Wednesday nights, one of the volunteers, Nicole, had taught abroad, but did not have any formal training. The other volunteer, Alyssa, had completed the 12-hour training offered by the MLC and had had some experience teaching literacy skills to young children.

As expected, the volunteers had varying levels of training and experience, but those in the advanced class had been volunteering with the Adult Education Program at Neighborhood House for a longer period of time than those who were volunteering in the intermediate class.

### **What was observed in the classroom with respect to the teaching of grammar?**

On the evening that Julie was observed, the grammar focus in the advanced curriculum was the passive voice; on the evening that Jane and Philomena were observed, the language focus was related to using synonyms. The curriculum called for the volunteers in the intermediate class to focus on modal auxiliaries on the evenings that they were observed.

In general, the volunteers observed reported being confident about the grammar topics they were teaching. However, there seemed to be a slight difference in confidence levels between the volunteers in the intermediate class and the volunteers in the advanced class when it came to fielding student questions in the moment.

After observing each two-hour period, the volunteers in the advanced class left me with the impression that they were in control of the grammar instruction. These volunteers covered form, meaning, and use and were able to field student questions during both the presentation of the grammar and the practice section of the lesson. These volunteers chose or designed communicative activities that helped students meet the

grammar objectives outlined by the curriculum. For example, on the night that Julie was observed, students were focusing on the passive voice. Students completed an information gap activity in which each student had a map of a different island in the Philippines (Appendix H). Each map features the crops grown, animals raised, and metals mined on the island, and students asked about the resources available on their partner's island using passive voice. As an expansion activity, Julie asked students to compare the crops, animals, and metals of their home countries with those of Minnesota. Students were reminded to make sure they were using the correct form of the verb *to be* in their passive sentences. Then Julie asked them to change the passive sentences to active sentences. At the end, students reviewed why and when passive voice is used.

After observing each of the intermediate classes for two hours, it seemed like these volunteers might need a bit more guidance when it came to grammar instruction. On the first night of the week, the volunteers talked about modal auxiliaries and categorized them based on their meaning, but did not talk about form. As a result, students were using the infinitive form after modals, for example, *I must to go to class three times a week*. In the class two nights later, Nicole and Alyssa had trouble fielding some of the student questions about the meanings of modals. They began the class by eliciting examples of modal auxiliaries in order to access prior knowledge, or find out what students already knew about the topic, and wrote these examples on the board in the order that the students produced them. One of the students, who hadn't been in class on the day the grammar had been introduced, arrived late and demanded to know the definitions of the words written on the board. The volunteers suggested that the student look up the definitions of the words in the dictionary at a later time. As a pedagogical

comment, although not wanting to interrupt the students who were in the middle of another activity is understandable, making sure that the question was answered in class would have been preferable, especially since it was directly related to the grammar objectives for the week. The volunteers might have asked other students to explain the meanings in order to check their understanding if they thought that re-teaching the meanings was a misuse of time.

### **What was the attitude of the volunteers toward the teaching of grammar?**

Overall, the volunteers reported that they felt equipped to teach that unit's grammar to the students. The curriculum called for the volunteers in the intermediate class to focus on modal auxiliaries on the evenings that they were observed. On the evening that Julie was observed, the grammar focus on the advanced curriculum was the passive voice; on the evening that Jane and Philomena were observed, the language focus was related to using synonyms.

Among the volunteers in the advanced class, only Julie expressed a concern about grammar. While she was confident about explaining the passive voice and designing practice activities, she did express some concern about providing effective corrective feedback, (or an indication to a learner that his or her use of a target language linguistic expression is inaccurate; (Tarone & Swierzbins, 2009, p.166).

The Wednesday night volunteers in the intermediate class expressed a certain degree of anxiety about fielding student questions in the moment.

Emily, one of the volunteers for the Monday night intermediate class, had a very confident attitude about teaching grammar. "Modal auxiliaries are 'easy to teach,'" she said. Mandy, the other volunteer in the Monday night intermediate class mentioned that

having a single grammar book to teach from might help maintain a certain degree of cohesiveness from one night to the next. She said that any anxiety she may have had about preparing to teach the grammar had more to do with not knowing exactly which modals to include in the lesson.

**What resources do the volunteers have available to them and which ones did they report using to inform their grammar instruction?**

One of the resources that volunteer teachers have at their disposal are the coordinators and staff teachers in the program who are well-versed in grammar terminology and who have experience fielding students' questions. However, volunteers do not often ask coordinators or staff teachers for assistance regarding grammar-related topics. This may be because they lack the metalinguistic knowledge to ask the questions they have about the grammar.

**Minnesota Literacy Council Volunteer Training Manual**

Those volunteers who have taken the 12-hour Minnesota Literacy Council Training have received the Volunteer Training Manual, which includes a nine-page segment on grammar (Appendix I). During the training, they have covered at least the first three pages of this section, which is dedicated to suggestions and techniques for teaching grammar and a grammar glossary, which includes parts of speech and their definitions with examples, parts of a sentence, examples of tenses and other terminology.

Most of the suggestions on p. 115 of the grammar section of the manual could be helpful to volunteers, for example:

- Whenever possible don't just teach the rule; show the rule.
- Learners don't necessarily need to know the name of the rule, just how and when to apply it.
- Learners should be given practice using the grammar, not just studying it.

One of the suggestions, *As much as possible, allow learners to correct their mistakes*, provides no examples of how to provide this type of corrective, nor does it take into account how different types of learners react to corrective feedback. Recent research has suggested that less literate learners may be not be able to recall certain linguistic forms in oral corrective feedback as easily as those learners who have higher literacy skills (Bigelow, delMas, Hansen, Tarone, 2006). While providing a recast, or a form of corrective feedback that provides the correct form to correct a student error might encourage a student in the advanced class to correct his/her error, it might not be so effective for a student at the lower level. This suggestion could be enhanced by including more information about different types of corrective feedback: recasts; prompts, a type of feedback that does not provide the learner with a correct form (Tarone and Swierzbina, 2009, p. 170); or explicit correction, and which type might be best for learners at each level.

Another suggestion that could be clarified is the first one: *Volunteers should allow students' communicative needs to determine which structures are taught*. While the grammar topic is pre-determined by the curriculum, volunteer teachers should answer student questions if they feel capable, even if the question is unrelated to the objectives. Volunteers may choose to do this individually with the student before or after class or

during the break time, or if the explanation seems interesting to other students and is not so time-consuming that other objectives can't be reached, they can use a portion of the class time to answer these types of questions. Volunteers should keep in mind that the topic may be covered in greater depth later in the curriculum.

The *Parts of Speech* section provides a definition for each of the parts of speech and provides some examples of each. It is incomplete in that there is no mention of interjections.

The *Other Terminology* section is organized in alphabetical order, but unless a volunteer is already familiar with grammar terminology, when he or she sees the definition for direct object, he or she may not think to look for the definition of indirect object. It might be helpful to have these definitions cross-listed or listed together, perhaps under *object*. Likewise, with count and non-count nouns, listing the definitions together under *noun* might be helpful. *Modals* is defined as any of the auxiliary verb forms *can, could, may, might, should, shall, will, would, ought to, used to*, without any further explanation about form, meaning, or use.

The other six pages of this section include activities to meet specific grammar objectives, including materials needed, a description of the activity, and other suggestions. Novice volunteers may not realize what type of scaffolding is necessary to prepare students to successfully complete these communicative activities.

In this grammar section, there is no mention of common student errors based on native language or frequently asked questions by students regarding certain grammar topics.

If volunteers have not yet attended the 12-hour training, or if they are exempt from attending the training, they can find the most recent version of the *Volunteer Training Manual* (2009) in the resource closet. Although limited in scope, the manual provides a starting point for volunteers. It is not designed to stand alone, and must be supplemented with other materials and resources. Current volunteers did not report using this resource.

### **Weekly Updates**

Each week the coordinators send out a weekly update, which includes links to websites that might be helpful to volunteers in planning their lessons (Appendix J). These websites include resources that can be used with students in order to practice grammar and resources that are meant to serve as a refresher for those volunteer teachers who are less experienced with grammar. Current volunteers reported using this resource the most. In addition to being sent out in a weekly email, these links are also added to the program's wiki page.

### **Grammar Texts**

The advanced class is currently using the third edition of the *Focus on Grammar* series. The advanced class uses more than one book from the series as the curriculum requires. *Focus on Grammar 3* (Fuchs, Bonner, & Westheimer, 2006) provides students with practice using comparative and superlative adverbs. *Focus on Grammar 5* (Maurer, 2006), provides practice with using transition/signal words and cohesive devices). The remaining topics are covered in *Focus on Grammar 4* (Fuchs & Bonner, 2006). This series provides prompts for many different types of activities, including communicative



activities. Having these activities already set up can cut down on volunteers' anxiety of trying to design communicative activities with little prep time. In addition, reference charts from *Chartbook: A Reference Grammar* (Azar, 2000) are mentioned as suggested materials for use by teachers or students.

The intermediate class is currently using the *Grammar Wise 2* (Keating, 2004). Although the series covers the topics students should be studying in the intermediate class, it does not provide the variety of contextualized communicative activities found in the *Focus on Grammar* series. If we examine the chapter on modal auxiliaries (Appendix K), we find that this text focuses only on *can*, *might*, *should*, and *must*, and makes no mention of other modal auxiliaries or modal-like structures. Meaning and use are mentioned and examples are provided, followed by information about the structure of affirmative and negative sentences with modals, as well as wh-questions and yes/no questions with modals.

An attempt is made to include communicative practice by including discussion questions. The discussion questions offer the learners an opportunity to use the grammar to talk about their personal experience; however, the questions are in no way related to one another or to a central topic. There are a variety of opportunities for controlled practice with modals, but not all of the items focus solely on modals. For example, in Exercise 2, item 3, learners must not only decide whether to use *keep* or *to keep* after *must*, but they must also focus on which preposition to use in the phrase “keep their eyes *in* or *on* their own papers.” In Exercises 4-7, students are required to attend to issues of form that have nothing to do with modals, or produce vocabulary that is missing. For example, in Exercise 6, item 2, students are required to put together a sentence with the

following words: David/cannot/find/key,/so/cannot/door. Here students would need to provide the main verb in order to complete the sentence.

Perhaps the teacher's manual gives a clearer idea of how to use the book effectively with students, but this resource is not available to volunteers at this time. While an experienced grammar teacher might be able to find a use for this book, listing it as a resource is not appropriate for novice teachers of grammar. Explicit instructions would have to be given about which exercises should be used in class with the students (for example, Exercise 3 is useful practice for making questions with modals) and supplemental activities would have to be suggested.

Out of all of the materials made available to the volunteers by the Adult Education Program, the source volunteers reported using the most often to inform their grammar teaching were the links provided in the weekly update, the weekly email sent to volunteers with news and suggested materials that can be found on the internet. In addition, two of the volunteers in the advanced class reported using grammar texts designed for teachers of ESL which they had purchased for a TEFL certificate course, for example, *The Teacher's Grammar of English* (Cowan, 2008). None of the volunteers reported using the *Minnesota Literacy Council Volunteer Training Manual*.

The information gathered from the volunteers in the needs assessment and a critical analysis of current curricula and available materials helped to inform the suggestions for curriculum development in the following section.

## Discussion

Based on the evidence gathered in the observations, interviews, and surveys, the current curriculum is not sufficient to meet the needs of volunteers who lack experience and training in the teaching of grammar. However, there are steps that curriculum writers, coordinators, and volunteers can take in order to improve the situation.

### ***What can writers of curriculum designed for volunteer-led classes do to support volunteer teachers in their instruction of grammar?***

Based on the information gathered from the observations and the interviews with volunteers, knowing exactly what students are expected to be able to do by the end of the class session is the most important information volunteer teachers need to have in order to be successful at teaching grammar. For example, an objective like *Students will be able to use modal auxiliaries in sentences and questions* might seem like an appropriate stepping stone on students' path to being able to use modal auxiliaries, but it is too broad for a single lesson. Volunteers may be left wondering which modals to focus on and may be faced with student questions like, "Can you write the definition of each modal?" How to handle a question like this might stump the untrained teacher. However, if objectives are more specific, volunteers are more likely to touch on form, meaning, and use and may preempt those tricky student questions. An example of a more specific objective might be: *Students will be able to form sentences and questions using modals of possibility.*

Providing a curriculum that includes objectives and materials specifically written and chosen with volunteer teachers in mind seems to be working in the advanced class. Following the same process used to update the advanced curriculum and applying it to

the intermediate curriculum might lead to similar successes among intermediate volunteers.

Before the needs assessment was conducted, the curriculum for the advanced class had undergone a major overhaul. When I began as coordinator, there was already a curriculum in place, but volunteers were constantly asking me why students needed to know about certain topics that were covered and there were times when I was unable to give them a good reason why. The lower-level curricula contained topics which seemed relevant to the lives of students, including themes like housing and employment. The content topics in the advanced curriculum had been plucked from the *Grammar in Context* series (Elbaum, 2006). While “Disasters and Tragedies” (such as the sinking of the Titanic) might provide a rich context for using the past continuous, past perfect, and past perfect continuous, it was not a topic that was essential for student success in the workplace and in the community. Using a text such as *Grammar in Context* as a framework seemed like an ineffective way to meet students’ needs. In addition, many of the content topics in the old curriculum demanded either too much background knowledge or too much research on the part of the volunteers, whose prep time is extremely limited.

In order to create a curriculum that would better meet the needs of the students and the volunteers, I knew that the content topics needed to be things volunteers didn’t have to spend a lot of time researching and that were relevant to the everyday lives of the students. I decided to start at square one: the assessment. As previously mentioned, program funding partially depends on the percentage of student level gains during the program year. The test used to assess student progress is developed by CASAS.

Although like other standardized tests, these tests fail to assess all learners equally well (Brown, 2006, p. 68), at the very least CASAS has done its research to find out what skills individuals need in order to be successful in the workplace and in the community, and has created competency-based assessments based on this information.

CASAS has identified nine broad content areas which encompass life skills competencies that youth and adults need to function in their communities, families, and work places. Our longest term is 14-weeks long, so seven of the content areas were chosen: one for each two-week unit. These content areas include:

- 1) Basic Communication
- 2) Community Resources
- 3) Consumer Economics
- 4) Health
- 5) Employment
- 6) Government and Law
- 7) Learning & Thinking

The competencies in the remaining content areas, Math & Technology, have not been included in the curriculum. However, each class has the opportunity to use computers at least one time per unit.

The grammar topics were chosen by the coordinator based on the content standards for the CASAS Listening Test (Appendix L). There are five levels of CASAS Reading tests: Literacy level, A, B, C, and D and three levels of CASAS Listening tests: A, B and C. Students in the advanced class are taking level C and D reading tests, so

when the curriculum for this class was written, the grammar topics targeted on level C listening test were chosen as unit grammar topics; for example, tag questions, real and unreal conditionals, passive voice, phrasal verbs, etc.

In rewriting the advanced curriculum, I made a conscious effort to write objectives which were student-centered, but also extremely explicit for the sake of the volunteers. I used a bottom-up approach in which at the beginning of the unit, the students participate in more receptive activities. This is not to say that they are completely passive; they are expected to show that they can identify or recognize the target form in an authentic text by underlining or writing the target form. According to Bloom's Taxonomy (1956), before a learner can apply what they know, they must first start with lower-order thinking skills such as identifying or recognizing. As the unit progresses, the grammar tasks require more language production from the students and ask them to use the grammar in context (See Appendix M).

Curriculum writers at Neighborhood House should begin future curriculum revisions by determining which grammar topics are assessed by the CASAS test at the Intermediate level. Pairing these grammar topics with the one of the seven broad content areas will provide a context within which students may practice these grammar topics. Furthermore, an effort to write explicit grammar objectives should be made by the writers of curricula for volunteer-led classes. If the objectives explicitly mention form, meaning, and use, it is more likely that the volunteers will include each piece in their lesson-planning. Moreover, curriculum writers might take the advice of one of the volunteers, who proposed using a single grammar text. The current curriculum provides several texts

in the suggested materials section; a single suggested text could promote continuity from class to class and from volunteer to volunteer.

### ***What types of books should be used?***

While no perfect resource exists that situates the grammar the CASAS listening test attempts to assess with the corresponding content topics from the CASAS reading tests, there are grammar texts that provide a lot of supporting materials which might be of use to novice teachers of grammar.

The *Focus on Grammar* series provides a teacher's resource pack, which includes a teacher's manual (Appendix N) and a teacher's resource disk. The teacher's manual includes general teaching notes, which provide general suggestions for teaching and assessing the activities in the student book. The Strategies for Teaching Grammar section offer a quick reference for some of the most common and useful grammar teaching techniques, and the Frequently Asked Questions section answers some of the most common questions that teachers encounter. In addition, the Unit Teaching Notes provide step-by-step instructions on how to teach each unit, and the teacher's resource disk provides Power Point presentations that correspond with some of the units from the book.

The *Focus on Grammar* series begins each unit with a reading that uses the targeted form in varied contexts, such as articles from periodicals, newsletters, transcripts of interviews, book and movie reviews; however, the topics of the reading may or may not be very interesting or motivating for all students, for example, life on the International Space Station, the 2002 European floods, feng shui, telemarketers, etc. After students have been exposed to the form in context, the follow page or pages features charts which show how to use the form in statements, yes/no and wh-questions,

short answers, and with contractions. Next, the grammar notes explain the meaning and use of the form with examples and things to watch out for.

Examining the table of contents (Appendix O) from *Focus on Grammar 3* (Fuchs, Bonner, & Westheimer, 2006) , one can see that modals and similar expressions are separated into different units according to their meaning and use, for example, Unit 11 covers modals of ability; Unit 34 covers modals of necessity; Unit 36 covers modals of future possibility, etc. In “Unit 14- Advice: Should, Ought to, and Had Better”, for example, Grammar Note #2 draws attention to the fact that *had better* always refers to the present or future, despite the fact that it contains the word *had*. These grammar notes are easy to reference when students have questions or make errors (Appendix P).

In the *Discover the Grammar* section of each unit, students are asked to identify the form they have just studied by underlining or circling it in a reading. Usually each unit includes two or three activities which provide students with an opportunity for controlled practice before they are asked to edit different types of texts for errors. Whether or not the errors are representative of actual student mistakes is questionable, but the exercise is still worthwhile because it challenges them to identify incorrect usage. A listening exercise usually comes next and then the remaining exercises are communicative activities which ask students to discuss with their classmates or complete a writing task using the target form. At the end of the unit there is often a technology component to the unit. Curriculum writers should take care to choose appropriate activities from these units depending upon the objectives of the lesson and indicate them explicitly in the curriculum, so as not to overwhelm volunteers.



In addition, it would be helpful to make resources such as Swan's *Practical English Usage* (2005) available to volunteers. This resource is a dictionary-style reference featuring the answers to hundreds of student grammar questions. Another similar resource is the *Cambridge Grammar of English* (Carter & McCarthy, 2006), although it is not quite as user-friendly. Current volunteers who have participated in a TEFL training program at Hamline University are using Cowan's *The Teacher's Grammar of English* (2008) and *Chartbook: A Reference Grammar* (Azar, 2000) to inform their grammar instruction.

***What can coordinators do to support volunteer teachers in their grammar instruction?***

Coordinators might consider compiling a list of questions commonly asked by students regarding each grammar topic or common errors made by students organized by grammar topic and publishing the list to the program's wiki for review by volunteer teachers prior to class. This way volunteers can anticipate student questions and provide more effective error correction and feedback to students. An example of what this might look like is shown below in Table 2.

Table 2

***Sample FAQs and Student Errors with Answers and Suggested Materials***

<b>Common Student Questions &amp; Errors</b>	<b>Sample Answers</b>
What is the dictionary definition of <i>should</i> , <i>can</i> , <i>might</i> , etc.?	We usually categorize modal auxiliaries by their meaning. For example, <i>ought to</i> , <i>should</i> are modals of advisability.  See pp.354-355 of Swan's <i>Practical English Usage</i> or pp. 54-55 of Azar's <i>Chartbook</i> for more information.
I <i>must to go</i> to school three days a week.  I <i>should speaking</i> English in class.	We use the base form after modals. The base form doesn't use <i>to</i> before the verb or <i>-ing</i> at the end of the verb.

In addition, the coordinators should pay special attention to the quality of the links that they provide in the weekly update, as these links seem to be the first place volunteers go when looking for guidance on how to teach certain grammar topics. The current links that are being posted to the wiki are from a list inherited from a past coordinator and although the list has been added to, the quality of existing links has not recently been evaluated. Coordinators might consider indicating which links provide resources that are best suited to be used with students in the classroom and which links are intended to be used as a source of information for volunteer reference only.

Another strategy that coordinators can use to ensure that high-quality grammar instruction is being delivered to students is to place volunteers who have more experience, training, and confidence in the advanced-level class. Recruiting students from teacher-training programs at local colleges and universities might be a good place to begin the search for volunteers of this caliber. In addition, pairing novice volunteers with those who have more experience teaching grammar can also remove some of the pressure surrounding grammar teaching.

### ***What can volunteers do to improve their grammar instruction?***

In order to remain in compliance with the regulations of the Minnesota Department of Education, volunteers are required to do at least 2 hours of in-service training each year (Appendix Q). Volunteers can take advantage of some of the many training opportunities available to them. Every quarter the adult education program offers a free training for volunteers on-site. The topic of these trainings is different each quarter. Examples of some of the topics of past trainings include: lesson-planning,

checking student understanding, embedding employability skills, providing corrective feedback, using technology in the classroom, the student-centered classroom, and grammar activities designed for group-work. These workshops are usually led by trainers from the MLC, but some of them have been led by staff teachers or instructional support consultants from the St. Paul Community Literacy Consortium (SPCLC), of which Neighborhood House is a member.

Another option for volunteers is to attend the free in-service trainings offered by the Minnesota Literacy Council. Examples of topics covered in these trainings include teaching citizenship, understanding verb tenses, pragmatics, teaching multi-level classes, how to teach vocabulary, how adults learn languages, limiting teacher-talk, and an introduction to alphabets. In-service trainings are offered more frequently and at more varied times than the trainings offered at Neighborhood House. In addition, the MLC offers free online trainings on topics such as teaching grammar in Adult ESL, teaching pronunciation, and multi-level classes, which are self-paced (Appendix R).

While there is no substitute for experience when it comes to being able to field student questions, careful planning can help. Reading the proposed frequently asked questions and answers for the grammar topic of the week and using a book like Swan's *Practical English Usage* (2005) may help the volunteers feel better prepared to field student questions.

In addition, planning activities that will help students meet the objectives listed in the curriculum and taking into account the notes made about the previous day's lesson can help increase cohesiveness and prevent student confusion.

### ***Other Suggestions***

In an ideal world, students would have a single instructor teaching who has the knowledge and training it takes to teach students advanced grammar concepts. The reality in Adult Basic Education is that volunteers must be used in order to increase capacity. If possible, recruiting volunteers who have training and experience teaching grammar is recommended.

Another option might be for volunteers to allow time for students at the end of each class session to write down any questions they may still have pertaining to the unit grammar topic. During the week these questions could be collected, and on the last day of the week or on the last day of the unit, a “master class” could be held, in which an expert volunteer teacher, staff teacher, or coordinator could field these tough questions during a portion of the class period. While having a “grammar guru” in the class each night of the week may not be feasible for this type of program, a “master class” on a weekly or biweekly basis is a manageable solution to the problem.

Another alternative might be to create explicit, step-by-step lesson plans for the volunteers to follow, rather than allowing them to create their own lesson plans and choose their own materials.

### **Interpretation of the Results of the Needs Assessment**

The results of the needs assessment were consistent with my expectations for the most part. A conscious effort had been made on my part to place those volunteers with more specific grammar training in the advanced class. In addition, there had recently been a complete rewrite of the advanced curriculum in an effort to meet the needs of the

volunteers. I believe that these two factors played a role in the performance of the volunteers in the advanced classes while they were being observed. It is not surprising that these specific volunteers mostly felt at ease with teaching grammar and fielding student questions.

Newer volunteers or those with less formal training were purposefully placed in the intermediate class because the curriculum covered less challenging grammar topics than in the advanced class. The curriculum for the intermediate class had not been updated to fit the needs of the volunteers in the way that the advanced curriculum had. Both of these factors could have played a role in the performance of the volunteers in the intermediate classes during their observations. The fact that these volunteers seemed less comfortable fielding student questions did not come as a surprise. However, I was taken aback by the attitude of one of the volunteers, who said that because they were just introducing the topic, the explanation did not have to be perfect, since the students would review the topic every day for two weeks.

Another unexpected finding was the fact that the volunteers relied so heavily on the weekly updates for the information that they used to inform their grammar teaching. For this reason, it is essential that the quality of the links included in the weekly update be evaluated and replaced with more appropriate resources if necessary.

### **Limitations and Suggestions for Further Research**

A limitation of the needs assessment is that the observation of the volunteers happened during only one class period and was conducted by only one person and without a rubric. In the future, observing the class more than one time would give the

observer a clearer idea of what typically happens in the classroom. Future researchers should consider developing a rubric and having multiple observers rate the performance of the volunteers using the tool.

Another limitation of the needs assessment is that the students have not been given an opportunity to express their opinions about whether or not the content topics are meeting their needs. Conducting a survey to determine whether students' needs are being met and, if not, what topics they would like to know more about is a suggested next step in the curriculum development process.

### **Conclusion**

Volunteers who are teaching in the evening Adult Education Program at Neighborhood House already have some training and experience with teaching or tutoring literacy or language, but some have more confidence than others when it comes to fielding student questions. At this time, the training that is available to novice teachers is insufficient in preparing them to teach grammar. However, training these individuals in a way which would groom them to teach grammar is not feasible given the fact that they are donating their time and the time commitment they are required to make to the program does not exceed fourteen weeks.

Ideally, the use of volunteers who are inexperienced or untrained in the teaching of grammar in Adult Basic Education would be limited to the role of classroom assistant or pull-out tutor. At this time, however, the participation of these individuals in community-based literacy programs allows a greater number of students to be served given limited funding.

If volunteers are expected to meet students' grammar needs without rigorous training, it is the responsibility of the curriculum writers and coordinators to provide them with the tools they need to be successful. When the curriculum for the advanced class was written with volunteer teachers in mind, and careful attention was paid to making objectives explicit and providing volunteers with appropriate resources, volunteers were observed to be more successful at teaching grammar than those who used the current curriculum. Revision of the current curricula to meet the needs of volunteers, along with pragmatic consideration of suggested materials, can help ensure quality grammar instruction for students.

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National Reporting System  
for Adult Education

A Project of the U.S. Department of Education

## NRS Test Benchmarks for Educational Functioning Levels

### Updated March 2010

#### Adult Basic Education

Please refer to the attached Federal Register notice for a list of NRS approved tests and test forms.

Educational Functioning Level	Test Benchmarks
Beginning ABE Literacy	<p><b>TABE<sup>1</sup> (9–10) scale scores (grade level 0–1.9):</b>            Reading: 367 and below            Total Math: 313 and below            Language: 389 and below</p> <p><b>CASAS<sup>2</sup> scale scores:</b>            Reading: 200 and below            Math: 200 and below            Writing: 200 and below</p> <p><b>Wonderlic GAIN<sup>3</sup> scale scores:</b>            English: 200-406            Math: 200-314</p>
Beginning Basic Education	<p><b>TABE (9–10) scale scores (grade level 2–3.9):</b>            Reading: 368–460            Total Math: 314–441            Language: 390–490</p> <p><b>CASAS scale scores:</b>            Reading: 201–210            Math: 201–210            Writing: 201–225</p> <p><b>Wonderlic GAIN scale scores:</b>            English: 407-525            Math: 315-522</p> <p><b>MAPT<sup>4</sup> scale scores:</b>            All tests: 200-299</p>

<sup>1</sup> TABE = Tests of Adult Basic Education

<sup>2</sup> CASAS = Comprehensive Adult Student Assessment System

<sup>3</sup> GAIN = General Assessment of Instructional Needs

<sup>4</sup> MAPT = Massachusetts Adult Proficiency Test

**NRS Test Benchmarks for Educational Functioning Levels**  
Updated December 2010

Educational Functioning Level	Test Benchmarks
<p align="center"><b>Low Intermediate Basic Education</b></p>	<p><b>TABE (9–10) scale scores (grade level 4–5.9):</b>  Reading: 461–517  Total Math: 442–505  Language: 491–523</p> <p><b>CASAS scale scores:</b>  Reading: 211–220  Math: 211–220  Writing: 226–242</p> <p><b>Wonderlic GAIN scale scores:</b>  English: 526–661  Math: 523–669</p> <p><b>MAPT scale scores:</b>  All tests: 300–399</p>
<p align="center"><b>High Intermediate Basic Education</b></p>	<p><b>TABE (9–10) scale scores (grade level 6–8.9):</b>  Reading: 518–566  Total Math: 506–565  Language: 524–559</p> <p><b>CASAS scale scores:</b>  Reading: 221–235  Math: 221–235  Writing: 243–260</p> <p><b>WorkKeys scale scores:</b>  Reading for Information: 75–78  Applied Mathematics: 75–77</p> <p><b>Wonderlic GAIN scale scores:</b>  English: 662–746  Math: 670–775</p> <p><b>MAPT scale scores:</b>  All tests: 400–499</p>

**NRS Test Benchmarks for Educational Functioning Levels**  
Updated December 2010

Educational Functioning Level	Test Benchmarks
<b>Low Adult Secondary Education</b>	<p><b>TABE (9–10): scale scores (grade level 9–10.9):</b>  Reading: 567–595  Total Math: 566–594  Language: 560–585</p> <p><b>CASAS scale scores:</b>  Reading: 236–245  Math: 236–245  Writing: 261–270</p> <p><b>WorkKeys scale scores:</b>  Reading for Information: 79–81  Applied Mathematics: 78–81</p> <p><b>Wonderlic GAIN scale scores:</b>  <b>English: 747–870</b>  Math: 776–854</p> <p><b>MAPT scale scores:</b>  All tests: 500–599</p>
<b>High Adult Secondary Education</b>	<p><b>TABE (9–10): scale scores (grade level 11–12):</b>  Reading: 596 and above  Total Math: 595 and above  Language: 586 and above</p> <p><b>CASAS scale scores:</b>  Reading: 246 and above  Math: 246 and above  Writing: 271 and above</p> <p><b>WorkKeys scale scores:</b>  Reading for Information: 82–90  Applied Mathematics: 82–90</p> <p><b>Wonderlic GAIN scale scores:</b>  English: 871–1000  Math: 855–1000</p> <p><b>MAPT scale scores:</b>  All tests: 600–700</p>

# NRS Test Benchmarks for Educational Functioning Levels

Updated December 2010

Appendix A

## English as a Second Language

Please refer to the attached Federal Register notice for a list of NRS approved tests and test forms.

Educational Functioning Level	Test Benchmarks
<b>Beginning ESL Literacy</b>	<p><b>CASAS scale scores:</b>  Reading: 180 and below  Listening: 180 and below</p> <p><b>BEST<sup>5</sup> Plus:</b> 400 and below (SPL 0-1)  <b>BEST Literacy:</b> 0-20 (SPL 0-1)</p> <p><b>TABE CLAS-E<sup>6</sup> scale scores<sup>7</sup>:</b>  Total Reading and Writing: 225-394  Total Listening and Speaking: 230-407</p>
<b>Low Beginning ESL</b>	<p><b>CASAS scale scores:</b>  Reading: 181-190  Listening: 181-190  Writing: 136-145</p> <p><b>BEST Plus:</b> 401-417 (SPL 2)  <b>BEST Literacy:</b> 21-52 (SPL 2)</p> <p><b>TABE CLAS-E scale scores:</b>  Total Reading and Writing: 395-441  Total Listening and Speaking: 408-449</p>
<b>High Beginning ESL</b>	<p><b>CASAS scale scores:</b>  Reading: 191-200  Listening: 191-200  Writing: 146-200</p> <p><b>BEST Plus:</b> 418-438 (SPL 3)  <b>BEST Literacy:</b> 53-63 (SPL 3)</p> <p><b>TABE CLAS-E scale scores:</b>  Total Reading and Writing: 442-482  Total Listening and Speaking: 450-485</p>

<sup>5</sup> BEST = Basic English Skills Test

<sup>6</sup> TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System – English

<sup>7</sup> Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.



**NRS Test Benchmarks for Educational Functioning Levels**  
Updated December 2010

Educational Functioning Level	Test Benchmarks
<b>Low Intermediate ESL</b>	<p><b>CASAS scale scores:</b> Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p><b>BEST Plus:</b> 439–472 (SPL 4) <b>BEST Literacy:</b> 64– 67 (SPL 4)</p> <p><b>TABE CLAS-E scale scores:</b> Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525</p>
<b>High Intermediate ESL</b>	<p><b>CASAS scale scores:</b> Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p><b>BEST Plus:</b> 473–506 (SPL 5) <b>BEST Literacy:</b> 68-75 (SPL 5)</p> <p><b>TABE CLAS-E scale scores:</b> Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558</p>
<b>Advanced ESL</b>	<p><b>CASAS scale scores:</b> Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p><b>BEST Plus:</b> 507–540 (SPL 6) <b>BEST Literacy<sup>8</sup>:</b> 76-78 (SPL 6)</p> <p><b>TABE CLAS-E scale scores:</b> Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600</p>

<sup>8</sup> Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

**NRS Test Benchmarks for Educational Functioning Levels**  
**Updated December 2010**

**Federal Register / Vol. 75, No. 21 / Tuesday, February 2, 2010**

**DEPARTMENT OF EDUCATION**

**Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS)**

**AGENCY:** Office of Vocational and Adult Education, Department of Education. **ACTION:** Notice.

**SUMMARY:** The Secretary announces the tests determined to be suitable for use in the NRS.

**FOR FURTHER INFORMATION CONTACT:**

Mike Dean, U.S. Department of Education, 400 Maryland Avenue, SW., room 11152, Potomac Center Plaza, Washington, DC 20202-7240. Telephone: (202) 245-7828 or via Internet: [Mike.Dean@ed.gov](mailto:Mike.Dean@ed.gov).

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

**SUPPLEMENTARY INFORMATION:**

On January 14, 2008, the Secretary published final regulations for 34 CFR part 462, Measuring Educational Gain in the National Reporting System for Adult Education, in the **Federal Register** (73 FR 2306) (NRS regulations). The NRS regulations established the process the Secretary uses to determine the suitability of tests for use in the NRS. On April 16, 2008, (73 FR 20616), the Secretary published a notice in the **Federal Register** providing test publishers an opportunity to submit tests for review under the regulations.

As a result of the Secretary's review of the tests submitted in response to the April 16, 2008 **Federal Register** notice, the following tests have been determined to be suitable for use in the NRS for a period of either seven or three years. A seven year approval requires no additional action on the part of the publisher, unless the information the publisher submitted as a basis for the Secretary's review was inaccurate or unless the test is substantially revised. A three year approval is issued with a set of conditions that must be met by the completion of the three year time period. If these conditions are met the test is approved for continued use in the NRS.

**Tests Determined To Be Suitable for Use in the NRS for Seven Years**

(a) The following test is determined to be suitable for use at all Adult Basic Education (ABE) and Adult Secondary Education (ASE) levels and at all English-as-a-Second-Language (ESL) levels of the NRS for a period of seven years from the date of publication of this notice:

*Comprehensive Adult Student Assessment Systems (CASAS) Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts—Secondary Level).* Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, 952X. Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255-1036. Internet: <http://www.casas.org>.

(b) The following tests are determined to be suitable for use at all ABE and ASE levels of the NRS for a period of seven years from the date of publication of this notice:

(1) *Comprehensive Adult Student Assessment Systems (CASAS) Life Skills Math Assessments—Application of Mathematics (Secondary Level).* Forms 31, 32, 33, 34, 35, 36, 37, 38, 505, 506.



**NRS Test Benchmarks for Educational Functioning Levels**  
**Updated December 2010**

(3) *General Assessment of Instructional Needs (GAIN)—Test of Math Skills*. Forms A and B. Publisher: Wonderlic Inc., 1795 N. Butterfield Road, Suite 200, Libertyville, IL 60048–1212. Telephone: (888) 397–8519. Internet: <http://www.wonderlic.com>.

(c) The following tests are determined to be suitable for use at the High Intermediate, Low Adult Secondary, and High Adult Secondary levels of the NRS for a period of three years from the date of publication of this notice:

(1) *WorkKeys: Applied Mathematics*. Forms 210 and 220. Publisher: ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243–0168. Telephone: (800) 967–5539. Internet: <http://www.act.org>.

(2) *WorkKeys: Reading for Information*. Forms 110 and 120. Publisher: ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243–0168. Telephone: (800) 967–5539. Internet: <http://www.act.org>.

(d) The following tests are determined to be suitable for use at all ESL levels of the NRS for a period of three years from the date of publication of this notice:

(1) *Basic English Skills Test (BEST) Plus*. Publisher: Center for Applied Linguistics, 4646 40th Street, NW., Washington, DC 20016–1859. Telephone: (202) 362–0700. Internet: <http://www.cal.org>.

(2) *Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Listening Assessments—Life Skills (LS)*. Forms 51, 52, 53, 54, 55, 56, 63, 64, 65, 66. Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123–4339. Telephone: (800) 255–1036. Internet: <http://www.casas.org>.

#### **Revocation of Tests**

The Secretary's determination regarding the suitability of a test may be revoked under certain circumstances (see 34 CFR 462.12(e)). If the Secretary revokes the determination regarding the suitability of a test, the Secretary publishes in the **Federal Register** and posts on the Internet at <http://www.nrsweb.org> a notice of that revocation along with the date by which States and local eligible providers must stop using the revoked test.

#### **Electronic Access to This Document**

You may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

**Note:** The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

(Catalog of Federal Domestic Assistance Number does not apply.)

**Authority:** 20 U.S.C. 9212.

Dated: January 28, 2010.

**Brenda Dann-Messier,**  
*Assistant Secretary for Vocational and Adult Education.*

[FR Doc. 2010–2181 Filed 2–1–10; 8:45 am]

**BILLING CODE 4000–01–P**

## NRS Test Benchmarks for Educational Functioning Levels

Updated December 2010

Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339.  
Telephone: (800) 255- 1036. Internet: <http://www.casas.org>.

(2) *Massachusetts Adult Proficiency Test (MAPT) for Math*. Publisher: Massachusetts Department of Elementary and Secondary Education and University of Massachusetts Amherst, School of Education, 156 Hills South, University of Massachusetts, Amherst, MA 01003.  
Telephone: (413) 545-0564. Internet: <http://www.sabes.org/assessment/mapt.htm>.

(3) *Massachusetts Adult Proficiency Test (MAPT) for Reading*. Publisher: Massachusetts Department of Elementary and Secondary Education and University of Massachusetts Amherst, School of Education, 156 Hills South, University of Massachusetts, Amherst, MA 01003.  
Telephone: (413) 545-0564. Internet: <http://www.sabes.org/assessment/mapt.htm>.

(4) *Tests of Adult Basic Education (TABE 9/10)*. Forms 9 and 10. Publisher: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: <http://www.ctb.com>.

(5) *Tests of Adult Basic Education Survey (TABE Survey)*. Forms 9 and 10. Publisher: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: <http://www.ctb.com>.

(c) The following tests are determined to be suitable for use at all ESL levels of the NRS for a period of seven years from the date of publication of this notice:

(1) *BEST (Basic English Skills Test) Literacy*. Forms B, C, and D. Publisher: Center for Applied Linguistics, 4646 40th Street, NW., Washington, DC 20016-1859. Telephone: (202) 362- 0700. Internet: <http://www.cal.org>.

(2) *Tests of Adult Basic Education Complete Language Assessment System—English (TABE/CLAS-E)*. Forms A and B. Publisher: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. Telephone: (800) 538-9547. Internet: <http://www.ctb.com>.

### Tests Determined To Be Suitable for Use in the NRS for Three Years

(a) The following tests are determined to be suitable for use at all ABE and ASE levels and at all ESL levels of the NRS for a period of three years from the date of publication of this notice:

(1) *Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Reading Assessments—Workforce Learning Systems (WLS)*. Forms 11, 12, 13, 14, 15, 16, 17, 18, 114, 116, 213, 214, 215, 216. Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255-1036. Internet: <http://www.casas.org>.

(2) *Comprehensive Adult Student Assessment Systems (CASAS) Functional Writing Assessments*. Forms 460, 461, 462, 463, 464, 465, 466. Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339. Telephone: (800) 255- 1036. Internet: <http://www.casas.org>.

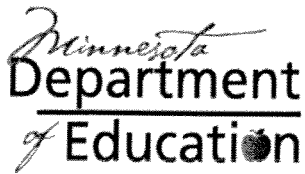
(b) The following tests are determined to be suitable for use at all ABE and ASE levels of the NRS for a period of three years from the date of publication of this notice:

(1) *Comprehensive Adult Student Assessment Systems (CASAS) Employability Competency System (ECS) Math Assessments—Workforce Learning Systems (WLS)*. Forms 11, 12, 13, 14, 15, 16, 17, 18, 213, 214, 215, 216.

Publisher: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339.  
Telephone: (800) 255- 1036. Internet: <http://www.casas.org>.

(2) *General Assessment of Instructional Needs (GAIN)—Test of English Skills*. Forms A and B. Publisher: Wonderlic Inc., 1795 N. Butterfield Road, Suite 200, Libertyville, IL 60048-1212. Telephone: (888) 397- 8519. Internet: <http://www.wonderlic.com>.

# Appendix B



## Minnesota Department of Education – Adult Basic Education

### Volunteer Training Standards

#### Applicable Minnesota Law:

According to State ABE statute, 124D.518 Adult basic education aid definition,

Subdivision 6, b. 3:

*(b) A community-based organization or nonprofit organization that delivers education services under this section must demonstrate that it has met the following criteria:*

***(3) require all instructional staff to complete a training course in teaching adult learners;***

According to State ABE statute, 124D.52 Adult basic education, Subdivision 2 Program approval, a. 7:

*Subd. 2. Program approval. (a) To receive aid under this section, a district, a consortium of districts, the Department of Corrections, or a private nonprofit organization must submit an application by June 1 describing the program, on a form provided by the department. The program must be approved by the commissioner according to the following criteria:*

***(7) volunteer training and use of volunteers;***

#### Volunteer Training Standards Rationale:

The Minnesota Department of Education – Adult Basic Education office must uphold ABE law as cited above through the development and implementation of training standards for all volunteers who are working directly with ABE students in an instructional capacity. In summary, these required training standards are established for approved Adult Basic Education programs that are counting learner contact hours through the use of volunteers in an instructional capacity.

Enhanced accountability efforts and the requirement of the National Reporting System (NRS) ABE student performance measures have become increasingly important and necessary to meet the requirements of ABE federal and state law. These ABE student performance measures are based on ABE adult-appropriate standardized tests scores and meeting core employment, GED/Adult diploma and post-secondary goals.

# Appendix B

## Effective Date:

ABE Volunteer Training Standards are effective: **July 1, 2006**

## Training Requirements:

- All ABE volunteers starting after July 1, 2006 who directly tutor or instruct students and generate ABE contact hours (independent from the classroom teacher) are required to complete the 12 hour pre-service standards.
- In general, volunteers who work as classroom assistants under the direct supervision of a teacher **DO NOT** need to meet the training requirements. See clarifying situations below regarding the concept of "under the direct supervision" of the classroom teacher. These scenarios illustrate which volunteers must have the preservice and which are exempt:
  - Volunteer only works in the classroom with the teacher – **Exempt**
  - Volunteer takes students to another room or segment students into subgroups in the classroom to work with them and classroom teacher is present in the building – **Exempt**
  - Volunteer takes students from a teacher-led class and tutors them after teacher leaves the building – **Not exempt**
  - Volunteer has responsibility for a separate class of students and is under minimal or no direct supervision of a teacher – **Not exempt**
  - "Supervision" means being directed by a teacher as to how to instruct (teaching methodology), and in the content (curricula) of the instruction – all of which is under the total control of the teacher.
- Volunteers who have no instructional or tutor responsibilities and perform other, non-instructional tasks (e.g. intake, support services, book-keeping, technology aides, data entry, etc.) **DO NOT** need to meet the training requirements.
- Volunteers who tutor or instruct students directly in programs that do not receive state or federal ABE funding **DO NOT** have to meet the ABE volunteer training requirements.

Volunteers who hold the following credentials or prior experience are **EXEMPT** from the 12 hour pre-service training:

### ***Grandfather Clause:***

- Any volunteer tutor who began volunteering prior to July 1, 2006

### ***ESL Volunteers:***

- TEFL/TESL certification
- College degree in ESL or Linguistics
- Current Minnesota K-12 license (Note: Must be a non-expired license which implies the need for renewal credits to keep current.)
- Over 400 hours of documentable ESL instruction (volunteer or paid teacher) in a program or programs comparable to the Minnesota system ESL programs.

# Appendix B

## **ABE Volunteers:**

- Current Minnesota K-12 license
- Current Minnesota ABE license
- Over 400 hours of documentable ABE instruction (volunteer or paid teacher) in a program or programs comparable to the Minnesota system ABE programs.

**In-Service Requirement:** *Effective May 1, 2007*, all volunteers who have tutored for more than one year are required to attend or provide 2-hours of in-service training. Volunteers can be sent to the in-services offered by the MLC or the local program can provide the training.

## **Training Timeline:**

Volunteers who are required to receive training must do so within a 3 month time period of their volunteer assignment.

## **Minnesota Volunteer Training Content Standards**

All ABE volunteers starting after July 1, 2006 who directly tutor or instruct students and generate ABE contact hours (independent from the classroom teacher) are required to receive **12 hours** of training.

### **The training MUST cover the following five topics:**

1. ***Initial and On-going Assessment*** (Including CASAS, BEST Plus and TABE testing procedures and state accountability information)
2. ***Goal Setting and Follow-Up*** (Including information about National Reporting System goals)
3. ***Working with Textbooks*** (either a general overview of how to use a textbook, or in-depth coverage of specific text/curriculum used by your program)
4. ***Lesson Planning***
5. ***Working with Adults*** (Characteristics of adult learners, cultural issues, sensitivity to the challenges learning English/literacy)

### **The remainder of the training should consist of topics that are relevant to what the volunteer will be doing in the program. Some possible topics include:**

- ***Teaching Listening Skills*** (pre-listening, listening for specific information, gist, post-listening, comprehension etc. )
- ***Teaching Speaking Skills*** (mechanical drills, dialogs, role-plays, pronunciation, grammar, etc.,)
- ***Teaching Decoding Strategies*** (letter recognition, sight reading, context clues, etc.)
- ***Teaching Comprehension Strategies*** (Pre-reading, questioning, scanning, skimming, etc.)
- ***Teaching Writing*** (Language experience approach, dialog journals, spelling, process writing, etc.)
- ***Teaching Math*** (math operations, real-life math, etc.)
- ***Preparing for the GED*** (overview of process, test-taking tips, teaching GED content and skills)
- ***Learning Styles***
- ***Principles of Teaching*** (e.g., repetition, layering, review, limiting teaching talk, etc.)
- ***Integrating technology into learning***

## Appendix B

### The on-site orientation should include:

- *Specific details about program testing and accountability practices*
- *Risk Management* (student/tutor boundaries, harassment, etc.)
- *Orientation to program policies*
- *Orientation to program curriculum*
- *First lessons*

### **Training Options and Resources:**

As a supplemental services contractor of the Minnesota Department of Education Adult Basic Education office, the Minnesota Literacy Council has the capacity to assist with the delivery of the 12 hour pre-service training necessary for volunteers. This training will be available statewide beginning in July 1, 2006. The MLC training has been approved by the state. The contact for the MLC training is: Rob Podlasek, [RPodlasek@theMLC.org](mailto:RPodlasek@theMLC.org)

An alternative for providing this required training to ABE programs is the local training option. ABE programs that design their own training that is compatible with the pre-service standards (noted above) may seek content approval from the Minnesota Department of Education Adult Basic Education office. If the training content is approved, the local program may deliver that training to its volunteers. To submit a training program for approval, please contact Anne Marie Leland at [anne.leland@state.mn.us](mailto:anne.leland@state.mn.us)

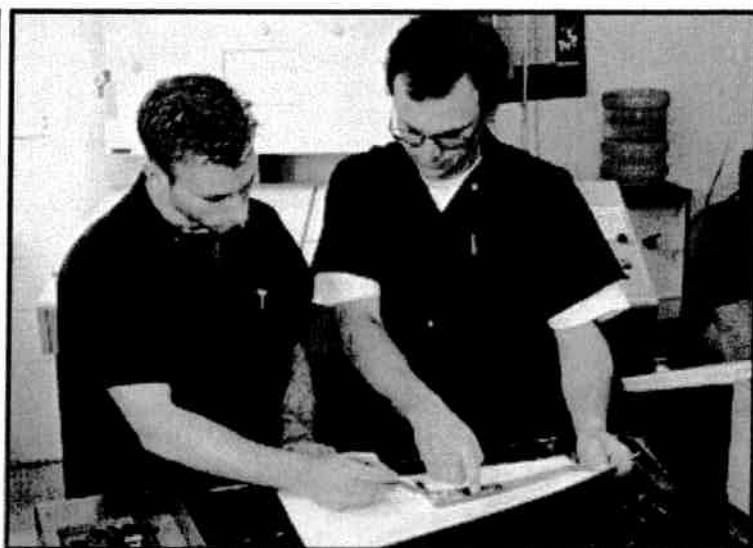
### **ABE Program Compliance:**

All state and federally funded ABE programs are subject to Minnesota Department of Education – Adult Basic Education compliance reviews. The purpose of the Minnesota Department of Education Adult Basic Education (MDE-ABE) compliance review is to ensure that ABE providers receiving state and federal funds are in compliance with all applicable state and federal laws, rules, regulations, policies and procedures, that funds have been expended effectively and efficiently, and that required performance goals are achieved.

## Appendix C

# **CASAS** COMPETENCIES

ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS



## Appendix C

The *CASAS Competencies* along with the *CASAS Content Standards* form the basis of the CASAS integrated assessment and curriculum management system.

The *CASAS Competencies* identify more than 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce.

The *CASAS Content Standards* identify the underlying basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. The *CASAS Content Standards* for reading, listening, and math are available at [www.casas.org](http://www.casas.org).

The competencies are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training.

They cover nine broad content areas:

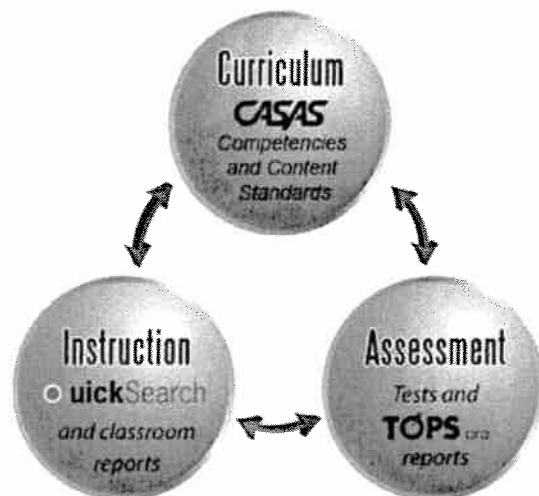
- Basic Communication
- Community Resources
- Consumer Economics
- Health
- Employment
- Government and Law
- Math
- Learning and Thinking Skills
- Independent Living

These critical competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation, and a referencing system for instructional materials. Based on field research – which began in 1980 – and recommendations from education providers, learners, business and industry representatives, and community-based agencies, the competencies have been regularly updated and validated at state and national levels. Studies conducted in several states show strong, direct links between CASAS competencies and learner needs. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level standards. See [www.casas.org](http://www.casas.org) for additional information.

### Using CASAS competencies in curriculum, assessment, and instruction

CASAS assessments measure the attainment of basic reading, math, listening, speaking, and writing skills in contexts that learners would expect to encounter in everyday situations. Assessment results provide feedback to learners and instructors to target further instruction. Incorporating *CASAS Competencies and Content Standards* into curriculum and using the CASAS assessment system can help adult education programs better meet learner, community, and program needs and fulfill federal, state, and local reporting requirements.

The CASAS resource *QuickSearch* lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to the *CASAS Competencies*. Through the competencies, educators and trainers can identify curriculum materials that target specific learning needs at appropriate instructional levels. See the CASAS catalog or [www.casas.org](http://www.casas.org) for more information.



#### NOTE REGARDING RECENT CHANGES TO THE CASAS COMPETENCIES

The competencies recently underwent major revalidation and revision. Competency areas that have been expanded or added include education, financial literacy, health and medical information, media literacy, and technology. The differences between the 2003 and 2008 statements are not shown in this document. CASAS users who coded materials or curriculum to the 2003 competencies and who wish to see a complete listing of old-to-new competency correlations may access the document *Correlation of CASAS Competencies – Version 2003 to Version 2008* from the CASAS Web site at [www.casas.org](http://www.casas.org).



## CASAS Competencies

**0. Basic Communication****0.1 Communicate in interpersonal interactions**

- 0.1.1 Identify or use appropriate non-verbal behavior (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

**0.2 Communicate regarding personal information**

- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

**1. Consumer Economics****1.1 Use measurement and money**

- 1.1.1 Interpret recipes
- 1.1.2 See 6.0 Math, and Math Content Standards
- 1.1.3 See 2.2.5
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.5 See 2.3.3, 3.6.3, 6.0 Math, and Math Content Standards
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.1.8 See 6.0 Math, and Math Content Standards
- 1.1.9 See 1.2.1

**1.2 Use information to identify and purchase goods and services**

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price, quality, and product information to determine the best buys for goods and services
- 1.2.3 Compute discounts
- 1.2.4 Interpret or compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics

- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing

**1.3 Understand methods and procedures used to purchase goods and services**

- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 1.3.2 Interpret credit applications
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
- 1.3.7 See 1.2.7
- 1.3.8 See 1.2.8
- 1.3.9 See 1.2.9

**1.4 Understand methods and procedures to obtain housing and related services**

- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries
- 1.4.3 Interpret lease and rental documents
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights and obligations
- 1.4.6 Interpret information about purchasing a home, including loans and insurance
- 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures

**1.5 Understand how to manage household finances**

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Consider need, affordability, and long-term implications in making purchases
- 1.5.3 Interpret bills

**1.6 Understand consumer protection measures**

- 1.6.1 Interpret food packaging labels such as expiration dates (see also 1.2.1, 3.5.1)
- 1.6.2 Identify consumer protection resources concerning business practices and solicitations
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Interpret sales receipts

## CASAS Competencies

- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information
- 1.7 Understand procedures for the care, maintenance, and use of personal possessions**
  - 1.7.1 Interpret product guarantees and warranties
  - 1.7.2 Interpret clothing care labels
  - 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
  - 1.7.4 Interpret maintenance procedures for household appliances and personal possessions
  - 1.7.5 Interpret information to obtain repairs
  - 1.7.6 Place a notice or ad to sell items
- 1.8 Demonstrate financial literacy skills**
  - 1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
  - 1.8.2 *See 1.8.1*
  - 1.8.3 Interpret information about types of bank accounts, including fees and interest
  - 1.8.4 Interpret information about the types of loans available through lending institutions
  - 1.8.5 Interpret information about investments and financial planning, including type and purpose of investments
  - 1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports (see also 1.3.2)
  - 1.8.7 Identify and use services to send money or exchange currency
- 1.9 Understand how to purchase and maintain an automobile and interpret driving regulations**
  - 1.9.1 Interpret highway and traffic signs and signals, including parking information (see also 2.2.2)
  - 1.9.2 Identify driving regulations and procedures to obtain a driver's license
  - 1.9.3 Compute mileage and gasoline consumption
  - 1.9.4 *See 2.2.5*
  - 1.9.5 Interpret information related to the selection and purchase of a car
  - 1.9.6 Interpret information related to automobile maintenance
  - 1.9.7 Identify procedures and report information regarding automobile accidents and emergencies
  - 1.9.8 Interpret information about automobile insurance
  - 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

**2. Community Resources**

- 2.1 Use the telephone and similar communication systems**
  - 2.1.1 Use a telephone directory
  - 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
  - 2.1.3 *See 2.3.5*
  - 2.1.4 Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
  - 2.1.5 *Dropped*
  - 2.1.6 Interpret information about using a pay telephone and phone cards
  - 2.1.7 Take, interpret, and leave telephone messages
  - 2.1.8 Use a telephone or similar device to make and receive calls and for other functions
- 2.2 Understand how to locate and use different types of transportation and interpret travel-related information**
  - 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
  - 2.2.2 Recognize and use signs related to public transportation (see also 1.9.1)
  - 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
  - 2.2.4 Interpret transportation schedules, fares, and payment procedures
  - 2.2.5 Use maps relating to travel needs, including Internet-based map systems
  - 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
  - 2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport
- 2.3 Understand concepts of time and weather**
  - 2.3.1 Interpret clock time
  - 2.3.2 Identify the months of the year and the days of the week
  - 2.3.3 Interpret information about weather conditions
  - 2.3.4 Interpret and write dates
  - 2.3.5 Interpret information about time zones
- 2.4 Use mailing and shipping services**
  - 2.4.1 Address items for mailing
  - 2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
  - 2.4.3 Interpret postal service and other forms associated with mailing and shipping
  - 2.4.4 Purchase stamps and other postal items and services
  - 2.4.5 Interpret procedures for tracking shipments
  - 2.4.6 Interpret a postal money order form
  - 2.4.7 Interpret postal regulations and mailing and shipping procedures and requirements

## CASAS Competencies

- 2.5 Use community agencies and services**
  - 2.5.1 Locate and utilize services of agencies that provide emergency help
  - 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
  - 2.5.3 See 3.1.3
  - 2.5.4 See 2.2.1
  - 2.5.5 See 2.8
  - 2.5.6 Use library services
  - 2.5.7 See 5.4.5
  - 2.5.8 Identify community organizations and their purpose and functions
  - 2.5.9 Identify and use child care services in the community
- 2.6 Use leisure time resources and facilities**
  - 2.6.1 Interpret information about recreational and entertainment facilities and activities
  - 2.6.2 Locate information in TV, movie, and other entertainment listings
  - 2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
  - 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
- 2.7 Understand aspects of society and culture**
  - 2.7.1 Interpret information about holidays
  - 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
  - 2.7.3 Interpret information about social issues
  - 2.7.4 Interpret information about religion
  - 2.7.5 Interpret literary materials such as poetry and literature
  - 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
  - 2.7.7 Obtain and interpret news from a variety of media sources (see also 7.6)
  - 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see also 7.6)
  - 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment
- 2.8 Understand how to access and use educational systems and services**
  - 2.8.1 Interpret information about the educational system, from early childhood to post-secondary
  - 2.8.2 Identify, evaluate, and access schools and other learning resources
  - 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
  - 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
- 2.8.5 Interpret school-related forms, such as registration and application forms**
- 2.8.6 Interpret information from schools and communicate with school personnel**
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them**
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change**
- 2.8.9 Identify ways to get involved or volunteer in an educational setting**
- 3. Health**
  - 3.1 Understand how to access and use the health care system**
    - 3.1.1 See 3.6.1, 3.6.3, 3.6.4
    - 3.1.2 Identify information necessary to make or keep medical and dental appointments
    - 3.1.3 Identify and use health care services and facilities, including interacting with staff
    - 3.1.4 Identify common types of medical and health practitioners and specialists
    - 3.1.5 Identify and access counseling services
    - 3.1.6 Interpret information about health care plans, insurance, and benefits
    - 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions
  - 3.2 Understand forms related to health care**
    - 3.2.1 Fill out medical health history forms
    - 3.2.2 See 3.4.6
    - 3.2.3 Interpret forms associated with health insurance
    - 3.2.4 Interpret medical bills
  - 3.3 Understand how to select and use medications**
    - 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
    - 3.3.2 Interpret medicine labels (see also 3.3.1)
    - 3.3.3 See 3.3.1
    - 3.3.4 Interpret information on medications and their proper and safe use
  - 3.4 Understand basic safety measures and health risks**
    - 3.4.1 Interpret product label directions and safety warnings (see also 1.7.3)
    - 3.4.2 Identify safety measures that can prevent accidents and injuries
    - 3.4.3 Interpret procedures for simple first-aid
    - 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)
    - 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
    - 3.4.6 Interpret immunization requirements
    - 3.4.7 Interpret health and danger alerts

# Appendix C

## CASAS Competencies

- 3.4.8 Interpret information regarding disaster preparedness

### 3.5 Understand basic principles of health maintenance

- 3.5.1 Interpret information about nutrition, including food labels (see also 1.6.1)
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.4 Identify practices that promote dental health
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.6 Interpret information and identify agencies that assist with family planning (see also 3.1.3)
- 3.5.7 See 2.8.2, 3.6.5
- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures (see also 3.5.2)

### 3.6 Understand basic health and medical information

- 3.6.1 Identify parts of the body
- 3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
- 3.6.5 Interpret information on the development, care, and health and safety concerns of children
- 3.6.6 Interpret information about health issues related to aging
- 3.6.7 Interpret information about sexuality
- 3.6.8 Interpret information about medical procedures and the considerations and risks involved
- 3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

## 4. Employment

### 4.1 Understand basic principles of getting a job

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market
- 4.1.4 Identify and use information about training opportunities (see also 2.8.2)
- 4.1.5 Identify how to interview appropriately for a job
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment

### 4.2 Understand wages, benefits, employee rights, and concepts of employee organizations

- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.2.2 Interpret information about employee organizations
- 4.2.3 Interpret employment contract and union agreements
- 4.2.4 Interpret employee handbooks, personnel policies, and job manuals
- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

### 4.3 Understand work-related safety standards and procedures

- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

### 4.4 Understand concepts and materials related to job performance and training

- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.3.1)
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.4.5 Identify job training needs and set learning goals
- 4.4.6 Interpret work specifications and quality standards

**CASAS Competencies**

- 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
  - 4.4.8 Interpret job-related technical information, such as from service manuals and training classes
  - 4.5 Effectively use common workplace tools and technology**
    - 4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
    - 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
    - 4.5.3 *See 4.7.5*
    - 4.5.4 Demonstrate use of common business machines
    - 4.5.5 Demonstrate the ability to use a computer in performing work tasks
    - 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
    - 4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures
  - 4.6 Communicate effectively in the workplace**
    - 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
    - 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
    - 4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)
    - 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
    - 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
  - 4.7 Effectively manage workplace resources**
    - 4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
    - 4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
    - 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
    - 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
    - 4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
  - 4.8 Demonstrate effectiveness in working with other people**
    - 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
    - 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
    - 4.8.3 Demonstrate effective communication skills in working with customers and clients
    - 4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
    - 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
    - 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
    - 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups
  - 4.9 Understand how organizational systems function, and operate effectively within them**
    - 4.9.1 Identify the formal organizational structure of one's work environment
    - 4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
    - 4.9.3 Identify sources of information and assistance, and access resources within a system
    - 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems
- 
- 5. Government and Law**
    - 5.1 Understand voting and the political process**
      - 5.1.1 Identify voter qualifications
      - 5.1.2 Interpret a voter registration form
      - 5.1.3 Interpret a ballot
      - 5.1.4 Interpret information about electoral politics, political parties, and candidates
      - 5.1.5 Interpret information about special interest groups
      - 5.1.6 Identify, interpret, and express opinions on political and other public issues
      - 5.1.7 Identify how to contact public officials about issues and concerns

## CASAS Competencies

### 5.2 Understand historical and geographical information

- 5.2.1 Interpret information about U.S. history
- 5.2.2 Identify or interpret U.S. historical documents
- 5.2.3 Interpret information about world history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 5.2.5 Interpret information about world geography
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments

### 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice
- 5.3.3 Interpret basic court procedures
- 5.3.4 See 1.6.2, 1.6.6
- 5.3.5 See 5.3.7
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.3.8 Identify procedures for reporting a crime
- 5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems

### 5.4 Understand information about taxes and fees

- 5.4.1 Interpret and complete income tax forms
- 5.4.2 Identify or compute sales tax
- 5.4.3 Interpret tax tables (see also 5.4.1)
- 5.4.4 Interpret tax information from articles and publications
- 5.4.5 Interpret permit and license requirements (see also 1.9.2)

### 5.5 Understand the functions of government

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about the legislative branch and its activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policy-making groups
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

### 5.6 Understand civic responsibilities and activities

- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups
- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

### 5.7 Understand issues related to science and ethics

- 5.7.1 Interpret information related to environmental issues
- 5.7.2 Interpret information related to energy issues
- 5.7.3 Interpret information about issues related to natural sciences, such as biology
- 5.7.4 Interpret information related to technological issues
- 5.7.5 Interpret information about issues related to social sciences, such as psychology
- 5.7.6 Interpret information related to ethical and philosophical issues

### 5.8 Understand concepts of economics

- 5.8.1 Interpret economic information and statistics
- 5.8.2 Interpret information on economic issues and trends
- 5.8.3 Interpret information on world economic systems

## 6. Math

### See also Math Content Standards

### 6.0 Demonstrate pre-computation skills

- 6.0.1 Identify and classify numeric symbols
- 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.0.5 Demonstrate use of a calculator.

### 6.1 Compute using whole numbers

- 6.1.1 Add whole numbers
- 6.1.2 Subtract whole numbers
- 6.1.3 Multiply whole numbers
- 6.1.4 Divide whole numbers
- 6.1.5 Perform multiple operations using whole numbers

### 6.2 Compute using decimal fractions

- 6.2.1 Add decimal fractions
- 6.2.2 Subtract decimal fractions
- 6.2.3 Multiply decimal fractions
- 6.2.4 Divide decimal fractions

## CASAS Competencies

- 6.2.5 Perform multiple operations using decimal fractions
- 6.2.6 Convert decimal fractions to common fractions or percents
- 6.3 Compute using fractions**
  - 6.3.1 Add common or mixed fractions
  - 6.3.2 Subtract common or mixed fractions
  - 6.3.3 Multiply common or mixed fractions
  - 6.3.4 Divide common or mixed fractions
  - 6.3.5 Perform multiple operations using common or mixed fractions
  - 6.3.6 Convert common or mixed fractions to decimal fractions or percents
  - 6.3.7 Identify or calculate equivalent fractions
- 6.4 Compute with percents, rate, ratio, and proportion**
  - 6.4.1 Apply a percent to determine amount of discount
  - 6.4.2 Apply a percent in a context not involving money
  - 6.4.3 Calculate percents
  - 6.4.4 Convert percents to common, mixed, or decimal fractions
  - 6.4.5 Use rate to compute increase or decrease
  - 6.4.6 Compute using ratio or proportion
- 6.5 Use expressions, equations, and formulas**
  - 6.5.1 Recognize and evaluate simple consumer formulas
  - 6.5.2 Recognize and apply simple geometric formulas
  - 6.5.3 Recognize and apply simple algebraic formulas
  - 6.5.4 Recognize and evaluate logical statements
- 6.6 Demonstrate measurement skills**
  - 6.6.1 Convert units of U.S. standard measurement and metric system
  - 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles
  - 6.6.3 Measure area and volume of geometric shapes
  - 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
  - 6.6.5 Interpret diagrams, illustrations, and scale drawings
  - 6.6.6 Calculate with units of time
  - 6.6.7 Solve measurement problems in stipulated situations
  - 6.6.8 Interpret mechanical concepts or spatial relationships
  - 6.6.9 Use or interpret switches and controls
- 6.7 Interpret data from graphs and compute averages**
  - 6.7.1 Interpret data given in a line graph
  - 6.7.2 Interpret data given in a bar graph
  - 6.7.3 Interpret data given in a picture graph
  - 6.7.4 Interpret data given in a circle graph
  - 6.7.5 Compute averages, medians, or modes
- 6.8 Use statistics and probability**
  - 6.8.1 Interpret statistical information used in news reports and articles
  - 6.8.2 Interpret statements of probability
- 6.9 Use estimation and mental arithmetic**
  - 6.9.1 Use computation short cuts
  - 6.9.2 Estimate answers
- 7. Learning and Thinking Skills**
  - 7.1 Identify or demonstrate effective skills and practices in accomplishing goals**
    - 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
    - 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
    - 7.1.3 Demonstrate initiative and persistence in accomplishing goals
    - 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see also 4.7.5)
  - 7.2 Demonstrate ability to use critical thinking skills**
    - 7.2.1 Identify and paraphrase pertinent information
    - 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
    - 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
    - 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
    - 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
    - 7.2.6 Generate ideas using various approaches, such as brainstorming
    - 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
    - 7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors
  - 7.3 Demonstrate ability to use problem-solving skills**
    - 7.3.1 Identify a problem and its possible causes
    - 7.3.2 Devise and implement a solution to an identified problem
    - 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

## CASAS Competencies

- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4 Demonstrate study skills**
- 7.4.1 Identify and use effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify and use strategies for remembering information
- 7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use an index or table of contents
- 7.4.7 Identify and use test-taking skills and strategies
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style
- 7.5 Understand aspects of and approaches to effective personal management**
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills
- 7.6 Demonstrate the ability to view the media critically**
- 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.6.4 Interpret rating systems for media content
- 7.7 Demonstrate the ability to use information and communication technology**
- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together
- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology
- 7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices
- 8. Independent Living**
- 8.1 Perform self-care skills**
- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)
- 8.1.2 Recognize and/or demonstrate dressing skills
- 8.1.3 Recognize and/or demonstrate dining skills and manners
- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property
- 8.2 Perform home-care skills**
- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)
- 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)
- 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks
- 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)
- 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities
- 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)
- 8.3 Use support services to assist in maintaining independence and achieving community integration**
- 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities)



# Appendix D: Intermediate Curriculum

UNIT 4, WEEK 7 TOPICS: Housing		
UNIT 4 GRAMMAR: Modals		
Day/Date	Students will be able to	Materials (Vocabulary & Teaching Notes)
Monday October 24	<ol style="list-style-type: none"> <li>1. Identify different types of housing (house, apartment, trailer, etc)</li> <li>2. Brainstorm interview questions about housing</li> <li>3. Interview a classmate about where they live</li> <li>4. Read "Making a New Home" and answer questions under the "About the Story" heading</li> <li>5. Use modals in sentences</li> </ol>	<p>pictures of houses, dialogues, conversation, resource binders, writing activities</p> <p><b>Word by Word: Intermediate</b> ~ 12-13</p> <p><b>Grammar Wise: Book 2</b> ~ 57-60</p> <p><b>New Land, New Language</b> p. 18- "Making a New Home" p. 19- "About the Story" (project the questions)</p>
Tuesday October 25	<ol style="list-style-type: none"> <li>1. Identify items found in houses</li> <li>2. Review "Making a New Home" and answer questions under the "What's Your Experience?" heading</li> <li>3. Use modals in sentences</li> </ol>	<p><b>New Land, New Language</b> p. 18- "Making a New Home" p. 19- "What's Your Experience?" (project the questions)</p>
Wednesday October 26	<ol style="list-style-type: none"> <li>1. Identify common household problems</li> <li>2. Identify problems &amp; their solutions</li> <li>3. Use modals in sentences to describe household problems and their solutions</li> <li>4. Review "Making a New Home" and answer questions under the "What Do You Think?" heading</li> </ol>	<p>pictures of houses w/problems, dialogues, conversation, letters</p> <p><b>Word by Word: Intermediate</b> ~ 31</p> <p><b>Real-Life English: Book 3</b> ~ 74, 78-84</p> <p><b>Grammar in Context: Book 2</b> ~ 249-252</p> <p><b>Grammar Wise: Book 2</b> ~ 62</p> <p><b>New Land, New Language</b> p. 18 "Making a New Home" p. 19- "What Do You Think?" (project the questions)</p>
Thursday October 27	<ol style="list-style-type: none"> <li>1. Identify common household problems and solutions</li> <li>2. Use modals in sentences to describe household problems and their solutions</li> <li>3. Choose a common household problem and write a letter to a landlord about the problem</li> <li>4. Read their letters to the class</li> </ol>	<p><b>Azar Basic English Grammar</b> 430-433</p> <p><b>Oxford Picture Dictionary</b>, 62-63</p> <p><b>New Land, New Language</b> p. 25- household problems and solutions</p>
Friday October 28	<ol style="list-style-type: none"> <li>1. Read about "97 Orchard Street" and answer discussion questions about how housing has changed over the last 100 years</li> </ol>	<p><b>New Land, New Language</b> p. 23- Orchard Street</p>



# Appendix E

## Background Survey of Volunteers

- 1) How long have you been volunteering as a co-teacher?
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council?
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below.
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not.
- 5) Have you completed the Hamline TEFL training?
- 6) Do you have a teaching licensure?
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.
- 9) What motivates you to volunteer your time with the Adult Education Program?
- 10) How much time do you typically spend preparing for lessons each week?
- 11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week?
- 12) What strategies do you use to teach grammar points?
- 13) What kinds of activities do you use to help students practice using the grammar for the week?
- 14) Which age range do you fall into? Circle one.
- 15) 18 or 19    20-29            30-39            40-49            50-59            60-69            70-79
- 16) Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study?



# Appendix E

## *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher?  
One month
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council? No
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below.  
No
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not.  
No I didn't know about any of them.
- 5) Have you completed the Hamline TEFL training? no
- 6) Do you have a teaching licensure? No, but it is in the works.
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.  
Yes. 2 years teaching EFL in Chile. TA in St. Paul Public schools.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.  
Yes for two years in Chile. I taught adults and children of all ages and levels.
- 9) What motivates you to volunteer your time with the Adult Education Program?  
I loved teaching in Chile and it is also good experience for my future as an ESL teacher.

*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Volunteer Survey**

10) How much time do you typically spend preparing for lessons each week?

30-45 minutes

11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week?

The grammar books listed in the curriculum. Online sources. My previous experience and knowledge

12) What strategies do you use to teach grammar points?

Lots of modeling and practice.

13) What kinds of activities do you use to help students practice using the grammar for the week?

Conversations with each other. Writing sentences. Answering and asking questions. Worksheets

14. Which age range do you fall into? Circle one.

20-29

15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study?

I graduated from the U with a bachelor's degree in Spanish and graphic design and I am now in Hamline's MAESL program

# Appendix E

## *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher?  
11 months
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council? No
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below.  
No
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not.  
Yes - in January, May (or June?) 2011. I could not attend in September because of a schedule conflict
- 5) Have you completed the Hamline TEFL training? Yes
- 6) Do you have a teaching licensure? No
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.  
Yes -- I volunteered at my church with English Conversation classes for refugee parishioners.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.  
Yes. I also substitute at ELS at University of St. Thomas teaching mostly young college-bound students.
- 9) What motivates you to volunteer your time with the Adult Education Program?
  - a. To help immigrants and refugees learn English to improve their life in the U.S.
  - b. Personal enjoyment of working with co-volunteers and people from other countries.
  - c. To improve my teaching skills.

*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Volunteer Survey**

10) How much time do you typically spend preparing for lessons each week?

1 to 1 1/2 hours per week

11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week?

- Readings and lesson information from the Neighborhood House closet (as suggested in the curriculum. - Websites suggested in weekly email. -- Other websites and textbooks (some from my ESL classes at Hamline.

12) What strategies do you use to teach grammar points?

If possible, I try to have it in the reading or listening. We also use explicit teaching and activities which try to get the students to use the target language or grammar structure. Also we use some of the worksheets from the books in the closet.

13) What kinds of activities do you use to help students practice using the grammar for the week? Small group activities and pair work. Also flash cards that the students can use to work together and find other students who have similar structures, etc.

14. Which age range do you fall into? Circle one.

18 or 19      20-29      30-39      40-49      50-59      60-69      70-79

15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study?

BA - International Relations UW-Madison

MA - International Relations - Yale University

TEFL Certificate - Hamline University

Advanced TEFL - pending upon completion of current course at Hamline



*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher?  
10 or 11 years
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council?  
Yes
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below.  
I don't remember specific titles, but they include one on cultural sensitivity and one on tutoring tips
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not.  
Yes, I usually attend before each term. The last one was Aug. 2011. Sometimes I have a conflict with another event that I can't change.
- 5) Have you completed the Hamline TEFL training?  
No
- 6) Do you have a teaching licensure?  
Not currently, but I did have years ago.
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.  
Yes, I taught German, English and Spanish in high school and German in college.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.  
I taught high school English, but not ESL, at Kenwood High School in Chicago.
- 9) What motivates you to volunteer your time with the Adult Education Program?  
I love the students. They are so eager and their life stories are inspiring. I also like the chance to meet and work with younger people who are fellow volunteers or staff, because I learn from them and get ideas about how to improve my teaching. I like to feel that my services are useful and I get that from teaching in the program.
- 10) How much time do you typically spend preparing for lessons each week?  
About 45 minutes to an hour for each class, but more if it's something I haven't taught before.

*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Volunteer Survey**

11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week? I use the Neighborhood House materials, and ESL materials online. The links that the staff provide are very valuable.

12) What strategies do you use to teach grammar points?  
I try to give examples and teach patterns using common phrases that students are likely to have heard, rather than teaching grammatical labels. Repetition is important, especially when a structure has just been introduced.

13) What kinds of activities do you use to help students practice using the grammar for the week?

I try to use the grammatical structures in the reading, speaking and writing activities. For example, I write questions using the grammar on pieces of paper that I scrunch into a ball. The ball is thrown to a student, who unwraps a question, answers it and throws the ball to another, etc. Or I give the students pictures, and ask them describe the pictures using the appropriate structure. Or I use a cloze activity, or have them use sentence strips to put together the correct phrase, etc.

14. Which age range do you fall into? Circle one.

18 or 19      20-29      30-39      40-49      50-59      60-69      70-79

15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study? I have a master's degree in German.

# Appendix E

## *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week?

- I review the suggested materials, including on-line material
- Other materials found on-line

12) What strategies do you use to teach grammar points?

- I try to break it down into the most basic building blocks
- Review the prerequisites for understanding the new material
- I do "compare and contrast" exercises after students are well-acquainted with each component (e.g., teach simple present, then present continuous, and then compare and contrast the two)

13) What kinds of activities do you use to help students practice using the grammar for the week?

- worksheets, usually having a group of students working together
- oral class work, having students provide answers for the group
- when class size is small, engage in small group conversations using the grammar

14. Which age range do you fall into? Circle one.

18 or 19      20-29      30-39      40-49      50-59      **60-69**      70-79

15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study?

-BA in Hispanic American Studies

-J.D. from William Mitchell School of Law

# Appendix E

## *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher?  
Started around august 2011
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council?  
Not yet
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below.  
I attended the fall kick-off event a few weeks ago.
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not.  
No---don't recall hearing about the trainings, but perhaps I just overlooked info.
- 5) Have you completed the Hamline TEFL training?  
No.
- 6) Do you have a teaching licensure?  
No.
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.
  - Various seminars on legal topics
  - One year as adjunct professor at William Mitchell College of Law
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.
  - Ages ago at Berlitz School of Languages
  - Ages ago at a private primary school in Mexiso
- 9) What motivates you to volunteer your time with the Adult Education Program?
  - Enjoy the diversity of the student body
  - Enjoy English language
- 10) How much time do you typically spend preparing for lessons each week?  
About 3 hours

# Appendix E

## *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher?  
more or less 3 months
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council? I have done the first half of training before I began teaching, and I will complete the second half of training soon.
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below. No
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not. No, due to schedule constraints.
- 5) Have you completed the Hamline TEFL training? No
- 6) Do you have a teaching licensure? No
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience.  
English teacher in Vigo, Spain, teaching intermediate and advanced adult learners.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.
- 9) What motivates you to volunteer your time with the Adult Education Program?  
I enjoy adult education as they are highly motivated and respectful. You can also use more of your sense of humor with adult learners.

## Appendix E

### *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

10) How much time do you typically spend preparing for lessons each week?

1-2 hours

11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week? I like to use the websites that are sent to us in the weekly updates from the education coordinator. I tend to use ESL/ELL teaching websites to prepare for grammar lessons.

12) What strategies do you use to teach grammar points?

I try to first introduce grammar with general rules to follow, acknowledging that there are always irregular forms. I try and practice real-life usage of grammar as much as possible.

13) What kinds of activities do you use to help students practice using the grammar for the week? I try to tie in the grammar with the other topic of the week. I also give the students plenty of time for practicing conversation in small groups and then in larger group with more direct correction by teacher or with help of fellow students.

14. Which age range do you fall into? Circle one.

18 or 19      20-29      30-39      40-49      50-59      60-69      70-79

15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study?

I have a bachelor's of science in nursing and a bachelor's of arts in Spanish.

## Appendix E

### *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 1) How long have you been volunteering as a co-teacher? Since March 2011
- 2) Have you completed the 12-hour pre-service training offered by the Minnesota Literacy Council? No
- 3) Have you attended any other training offered by the Minnesota Literacy Council? If yes, list below. Yes, Saturday morning training end of October
- 4) Have you attended any of the quarterly teacher trainings offered by the Adult Education Program? If yes, list below. If no, tell why not. If this refers to the training that Neighborhood House offers between sessions, I have attended one. I work Downtown Minneapolis and the drive to West St. Paul gets to be a bit much, so I haven't always attended. In addition, I am over involved at present and have had conflicts on several nights that the training was offered.
- 5) Have you completed the Hamline TEFL training? Yes, Fall 2010
- 6) Do you have a teaching licensure? No
- 7) At the time you began volunteering, had you had any previous experience teaching? If yes, list and briefly describe your previous teaching experience. I actually taught ESL MANY years ago when a friend went on vacation. I've done a lot of French tutoring over the years and taught a few adult ed French classes.
- 8) Have you taught English anywhere else? If yes, list and describe your other experiences.  
No

## Appendix E

### *Volunteer-led Classes for Adult English Language Learners: Student Perceptions* **Volunteer Survey**

- 9) What motivates you to volunteer your time with the Adult Education Program?  
I love English, I love exposure to people from other cultures. One day, when I "retire" I hope to move to a warm country where I can hopefully teach English.
- 10) How much time do you typically spend preparing for lessons each week? 1-2 hours
- 11) Which sources of information do you use to help yourself prepare to teach grammar lessons each week? I have acquired a wealth of English grammars! Plus I find the Internet is an amazing source.
- 12) What strategies do you use to teach grammar points? Trying to make them as practical as possible; trying to use everyday examples.
- 13) What kinds of activities do you use to help students practice using the grammar for the week? Sorry, I don't know how to answer this one. I would say I try to find a variety of exercises that allow the students to practice using the grammar.
14. Which age range do you fall into? Circle one.
- |          |       |       |       |  |       |       |
|----------|-------|-------|-------|--|-------|-------|
| 18 or 19 | 20-29 | 30-39 | 40-49 | <input checked="" type="radio"/> 50-59 | 60-69 | 70-79 |
|----------|-------|-------|-------|--|-------|-------|
15. Tell me about your educational background. If you've achieved a higher degree or are currently enrolled in a degree program, what was/is your major field of study? I'm a French major from the U. I studied in France for two years. I've studied languages my entire life: at the U, at Normandale.



## Appendix F

### Post-Observation Interview with Volunteers

- 1) What were the grammar objectives for this lesson?
- 2) Which activities were designed to encourage students to practice the grammar? Which skills did you focus on (reading, writing, listening speaking)?
- 3) How prepared did you feel to help students achieve these grammar objectives?
- 4) What questions, if any, did students ask that you felt unprepared to answer?
- 5) What elements of this grammar lesson did you find to be successful?
- 6) What elements, if any, would you wish change in this grammar lesson if you were to teach it in the future?
- 7) Please share any other comments you have about this lesson.



# Appendix F

## Volunteer-led Classes for Adult English Language Learners: Student Perceptions Post-Observation Volunteer Interview

①

1) What were the grammar objectives for this lesson?

\* ID + use passive voice

\* differentiate between active & passive

2) Which activities were designed to encourage students to practice the grammar? Which skills did you focus on (reading, writing, listening speaking)?

Speaking + writing

wouldn't start  
with why or when  
put at end

3) How prepared did you feel to help students achieve these grammar objectives?

usually prepare at home, anticipate

4) What questions, if any, did students ask that you felt unprepared to answer?

5) What elements of this grammar lesson did you find to be successful?

into gap - practice, reading map  
asking & answering Qs  
in your culture / Minnesota

6) What elements, if any, would you wish change in this grammar lesson if you were to teach it in the future?

clear on directions

7) Please share any other comments you have about this lesson.

when error correction

discouraging



*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Post-Observation Volunteer Interview**

1) What were the grammar objectives for this lesson?

recognize synonyms & how they useful  
use in sentences

2) Which activities were designed to encourage students to practice the grammar? Which skills did you focus on (reading, writing, listening speaking)?

cards → sentence writing  
writing stories

3) How prepared did you feel to help students achieve these grammar objectives?

reasonably prepared

4) What questions, if any, did students ask that you felt unprepared to answer?

not this time

5) What elements of this grammar lesson did you find to be successful?

finding their group

6) What elements, if any, would you wish change in this grammar lesson if you were to teach it in the future?

number of people - cards

7) Please share any other comments you have about this lesson.

1) Synonyms

Beware! This class may be scary tonight.

2) Halloween listening

frighten  
shock  
alarm  
scary

what kind of word is that?

Students choose a word  
out of the pumpkin.

Look up word in dictionary  
or thesaurus.

write a sentence

- find people w/ synonyms

- model- does your word fit in someone else's sentence

Categorize scream, dark, crush, soggy, unsafe

Talking about parts of speech to help fill in the blanks.

*Volunteer-led Classes for Adult English Language Learners: Student Perceptions*  
**Post-Observation Volunteer Interview**

1) What were the grammar objectives for this lesson?

recognize modal  
meaning difference

2) Which activities were designed to encourage students to practice the grammar? Which skills did you focus on (reading, writing, listening speaking)?

survey - underline

reading survey - understanding

3) How prepared did you feel to help students achieve these grammar objectives?

pretty prepared - close in meaning  
abstract meanings

4) What questions, if any, did students ask that you felt unprepared to answer?

list definition of modals

5) What elements of this grammar lesson did you find to be successful?

recognize modals

recall

6) What elements, if any, would you wish change in this grammar lesson if you were to teach it in the future?

how to use ea. one

7) Please share any other comments you have about this lesson.

Classroom Atmosphere  
Congrats! - so cute!

Planned Lesson = <sup>sequence</sup> <sup>connection</sup>  
- goal, task analysis

loved the survey! I know it's  
sometimes hard to link, but

Project banner

### Grammar

Find out what already know

request (question)

sentence

underline modals

shall = <sup>will</sup> ~~would~~ + should

may → permission

what does May mean? → this is how you  
use it

should → is this important/ good?

polite  
formal



# Appendix F

## Volunteer-led Classes for Adult English Language Learners: Student Perceptions

### Post-Observation Volunteer Interview

1) What were the grammar objectives for this lesson?

modal

2) Which activities were designed to encourage students to practice the grammar? Which skills did you focus on (reading, writing, listening speaking)?

→ giving advice about problems

→ corrective feedback both ID

3) How prepared did you feel to help students achieve these grammar objectives?

easy to  
teach,  
into, very prepared

4) What questions, if any, did students ask that you felt unprepared to answer?

have to → don't want to go  
in that

5) What elements of this grammar lesson did you find to be successful?

informal 1st day, doesn't have to be perfect

6) What elements, if any, would you wish change in this grammar lesson if you were to teach it in the future?

book → more focused

7) Please share any other comments you have about this lesson.

classroom management

Day / Date / Objectives / Names

good rapport w/ students - I haven't met  
you yet

Describe where you live. Emma  
5 min - chat

Vocab - say ✓

Maintenance

Araceli →  
something  
for break

Learning for class

- leave up modals (sentences w/ from exercise)

- 3 categories

possibility

can

advice

should

necessity for  
must

could  
might

teacher what about  
have to?

## CONSENT FORM

### Volunteer-led Classes for Adult English Language Learners: Student Perspectives

You are invited to be in a research study of Adult English Language Learners' perspectives of volunteer-led classes. You were selected as a possible participant because you are a volunteer teacher for English Language Learners. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Kamille Kolar, Candidate for MA in ESL from the University of Minnesota.

#### **Background Information**

The purpose of this study is to find out more about what volunteers are doing and not in the classroom and the extent to which students perceive certain linguistic needs are being met.

#### **Procedures:**

If you agree to be in this study, we would ask you to do the following things:

- 1) Complete a survey.
- 2) Be observed by the researcher and then take part in a recorded post-observation debrief session.

#### **Risks and Benefits of being in the Study**

The study poses no risks to the participants.

There are no direct benefits to participating in this study.

#### **Compensation:**

There is no compensation for this study.

#### **Confidentiality:**

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records.

**Voluntary Nature of the Study:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or Neighborhood House. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**Contacts and Questions:**

The researcher conducting this study is Kamille Kolar. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [kola0131@umn.edu](mailto:kola0131@umn.edu), or her advisor, Dr. Andrew D. Cohen at [adcohen@umn.edu](mailto:adcohen@umn.edu) or at 331E Nolte Center for Continuing Education, 315 Pillsbury Drive Southeast, Minneapolis, Minnesota 55455; (612) 624-3806.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

*You will be given a copy of this information to keep for your records.*

**Statement of Consent:**

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Investigator Kamille Kolar Date: 10/12/2011

# 10 | INFORMATION GAP: THE PHILIPPINES

The Philippines consist of many islands. The two largest are Luzon in the north and Mindanao in the south.

Work in pairs (A and B). Student B, go to page 284 and follow the instructions there.

## Student A

1. Look at the map of Luzon below. Complete the chart for Luzon. Write Y for yes and N for no.
2. Student B has the map of Mindanao. Ask Student B questions about Mindanao and complete the chart for Mindanao.

**Example:** A: Is tobacco grown in Mindanao?  
B: No, it isn't.

3. Student B doesn't have the map of Luzon. Answer Student B's questions about Luzon.

**Example:** B: Is tobacco grown in Luzon?  
A: Yes, it is. It's grown in the northern and central part of the island.



		Mindanao	Luzon
GROW	tobacco		
	corn		
	bananas		
	coffee		
	pineapples		
	sugar		
RAISE	cattle		
	pigs		
MINE	gold		
	manganese		
PRODUCE	cotton		
	rubber		
	lumber		



When you are done, compare charts. Are they the same?

## INFORMATION GAP FOR STUDENT B

- Look at the map of Mindanao below. Complete the chart for Mindanao. Write Y for yes and N for no.
- Student A doesn't have the map of Mindanao. Answer Student A's questions about Mindanao.














**Example:** A: Is tobacco grown in Mindanao?

B: No, it isn't.

- Student A has the map of Luzon. Ask Student A questions about Luzon and complete the chart for Luzon.

**Example:** B: Is tobacco grown in Luzon?

A: Yes, it is. It's grown in the northern and central part of the island.

		Mindanao	Luzon
GROW	 tobacco	N	Y
	 corn		
	 bananas		
	 coffee		
	 pineapples		
	 sugar		
RAISE	 cattle		
	 pigs		
MINE	 gold		
	 manganese		
PRODUCE	 cotton		
	 rubber		
	 lumber		



When you are done, compare charts. Are they the same?

## GRAMMAR

### **SUGGESTIONS AND TECHNIQUES:**

- **LET YOUR STUDENTS' COMMUNICATION NEEDS DETERMINE WHICH STRUCTURES ARE TAUGHT.** Think about the grammatical structure(s) necessary to communicate about the topic you are currently studying. Students need to be able to apply the grammar rules to a real context.
- **WHENEVER POSSIBLE, DON'T JUST TEACH THE RULE; SHOW THE RULE.** Illustrate how the structure is used with pictures, diagrams, objects, or dialogues.
- **LEARNERS DON'T NECESSARILY NEED TO KNOW THE NAME OF THE RULE, JUST HOW AND WHEN TO APPLY IT.** Encourage your students to look for patterns.
- **GRAMMAR IS THE BASIS FOR SPEAKING, LISTENING, READING, AND WRITING.** Learners should be given practice using the grammar, not just studying it. For each aspect of grammar, role play situations in which it would be used. For example:
  - Simple present verbs: describing a typical workday
  - Count/noncount nouns: listing ingredients needed for a recipe
  - Questions: asking about a job or task
  - Imperative: following instructions
  - Future verb forms: describing a planned trip or party
  - Comparatives: comparing two countries, houses, people, etc.
- **AS MUCH AS POSSIBLE, ALLOW LEARNERS TO CORRECT THEIR MISTAKES.** You might point out where the mistake is, but allow the learners to correct it. Learners should only be responsible for providing accurate responses on grammar points already covered.
- **EXERCISES FOR GRAMMAR PRACTICE INCLUDE** combining simple sentences into complex sentences, completing sentences with appropriate words, filling in blanks, converting sentences (for example, from statements to questions) and completing patterns through word substitution.

## GRAMMAR GLOSSARY

### PARTS OF SPEECH

**Adjective:** a word, phrase, or clause that describes a noun or pronoun. Many fit in this sentence frame: *Did you see that \_\_\_\_ elephant?* Examples: *large, unusual, amazing.*

**Adverb:** a word, phrase or clause that describes a verb, adjective or another adverb. Many fit in this sentence frame: *He \_\_\_\_ walked into class.* Examples: *carefully, loudly, very.*

**Conjunction:** a word or word group that connects other words. Examples: *and, or, but, neither/nor.*

**Noun:** a word that names a person, place, thing, quality or act. Many nouns can be made plural. Many fit in this sentence frame: *Do they have (a) \_\_\_\_?* Examples: *driver, information, happiness.*

**Preposition:** a word that shows the relationship between its object and some other word. Examples: *in, for, near, to.*

**Pronoun:** a word that takes the place of a noun. Examples: *they, him, we.*

**Verb:** a word that can be changed to show present or past tense. Many fit in this frame: *She \_\_\_\_ in the room.* Examples: *is, explained, searches.*

### PARTS OF A SENTENCE

**Object:** a noun that has something done to it. The object is usually after the verb. Example: Rosa dropped the plate.

**Predicate:** group of words that starts with the verb. It makes a statement or asks a question about the subject. Example: Those ugly flowers make the room look sad.

**Subject:** a noun or noun phrase that is usually before the verb. The subject does something. Example: Those ugly flowers make the room look sad.

### EXAMPLES OF TENSES

Simple present tense:	I work
Present progressive:	I am working
Present perfect:	I have worked
Present perfect progressive:	I have been working
Simple past tense:	I worked
Past progressive:	I was working
Past perfect:	I had worked



# Appendix I

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<b>Past perfect progressive:</b>	I had been working
<b>Future simple (with will):</b>	I will work
<b>Future progressive:</b>	I will be working
<b>Future perfect:</b>	I will have worked
<b>Future perfect progressive:</b>	I will have been working

## **OTHER TERMINOLOGY**

**Active voice:** a sentence which has a subject and the subject is before the verb. If there is an object, it is after the verb. Example: The student made a mistake.

**Article:** *an, a, and the*

**Clause:** a group of words containing a subject and verb

**Count noun:** a noun that has a plural form and can be used with numbers and words such as *many, few*, etc.

**Direct object:** names thing acted on by the subject. Example: Ali left his pencil on the table.

**Gerund:** *-ing* form of verb that serves as a noun. Example: Watching the sunset is peaceful.

**Indirect object:** receives the direct object. Example: Ali returned his book to the teacher.

**Infinitive:** the form of verb used with *to*. Example: I like to walk by the lake.

**Intransitive verb:** a verb that does not take a direct object. Example: The bride and groom are dancing.

**Modal:** any of the auxiliary verb forms: *can, could, may, might, shall, should, will, would, must, ought to, used to*

**Noncount noun:** a noun that does not have a plural form and that can be used with words such as *some, much*, etc.

**Passive voice:** a sentence which usually does not have a subject, and instead focuses on the object. Example: Mistakes were made.

**Phrase:** a group of related words that does not contain both a subject and verb

**Sentence:** a group of words containing a subject and verb and forming a statement, command, exclamation, or question

**Transitive verb:** a verb that takes a direct object. Example: You need to type your essay.



### **CREATE A SENTENCE**

- OBJECTIVE:** To practice basic sentence structure
- MATERIALS:** Chalkboard, whiteboard or paper
- DESCRIPTION:**
1. Write the following categories on the board or on a piece of paper: WHO, WHAT, WHERE, WHEN
  2. The first learner thinks of a word or phrase to describe WHO, e.g. Jaime.
  3. The second learner thinks of a word or phrase to describe an action - WHAT, e.g. walked.
  4. The third learner thinks of a word or phrase to describe WHERE, e.g. to the lake.
  5. The fourth learner describes WHEN, e.g. on Friday.
- SUGGESTIONS:** In a classroom situation, do the activity as a whole group, calling on individuals to make contributions. In a one-to-one situation, you can alternate giving answers with your student. With more independent students, you can make a grid and they can pass the sheet around and fill in the blanks.
- For a fun change, learners can submit their words or phrases without knowing their classmates' additions to the sentence. This makes for some silly nonsense sentences!

**WHAT IF?**

- OBJECTIVE:** To practice using conditionals (if-then clauses)
- MATERIALS:** None
- DESCRIPTION:**
1. The tutor should start the "what-if?" string, using the conditional form. For example:  
*If I won the lottery, I would buy a house.*
  2. The string is then passed on to a learner who takes the result of the initial situation (buying a house), and turns it into the condition. For example:  
*If I bought a house, I would paint it red.*
  3. The string continues around the group, or from tutor to learner in the case of a 1-1.

**JUMBLED SENTENCES**

- OBJECTIVE:** To practice word order
- MATERIALS:** Chalkboard/whiteboard
- DESCRIPTION:**
1. Generate a variety of sentences that are at the learners' grammatical level.
  2. Pick a sentence and write it on the board with the words in jumbled order.
  3. For example: the doctor youngest Last I my daughter brought Thursday to.
  4. In groups, pairs or individually, learners rearrange the words and write down the original sentence.
- SUGGESTION:** For advanced students, jumble two or more sentences together.

**WHAT'S NEXT?**

- OBJECTIVE:** To practice future tense with *going to* and/or *will*
- MATERIALS:** Various pictures from magazines or similar, whiteboard or paper
- DESCRIPTION:**
1. Start by eliciting from learners what is happening in the magazine pictures now, e.g.: A woman is sitting. A dog is running.
  2. Ask learners to imagine what will happen next in the pictures. Give examples using *going to* and/or *will* with one picture.
  3. Elicit more examples from learners and write on board.
  4. Pair learners and give each twosome a few pictures.
  5. Pairs develop sentences describing future events using the pictures.
- SUGGESTION:** Try this activity with various grammatical tenses.

**ADVICE**

- OBJECTIVE:** To practice using modals
- MATERIALS:** Strips of paper
- DESCRIPTION:**
1. Before class write a variety of problems on strips of paper, for example: "I'm late for work" "I spilled coffee on my shirt"
  2. With learners, review modals for giving advice: *can*, *could*, *should*, *might*, *must*, *ought to*
  3. Pass out the slips of paper. Explain to learners that everyone in class has a problem and needs help.
  4. Learners mingle, state their problem to other students and ask "what should I do?"
  5. Classmates give advice, using appropriate modals.



## **BACK TO BACK BLOCKS**

**OBJECTIVE:** To practice using prepositions to describe physical position

**MATERIALS:** Colored blocks (children's blocks work well)

- DESCRIPTION:**
1. Arrange learners in pairs sitting back to back.
  2. Give each learner a set of blocks. Partners should have the same colors, sizes and number of blocks.
  3. In each pair, assign one learner (Learner A) to build a structure using any number of the blocks in any order they wish. The partner (Learner B) cannot watch!
  4. Learner A then describes to Learner B how to build the structure they designed using prepositions.

**Example:** "Put the green block **on** the yellow one. The blue one is **next to** the yellow one".

5. Learner B uses his/her own blocks to recreate block construction as they understand the instructions from Learner A.
6. When finished, learners may check their accuracy.

**SUGGESTIONS:** Learners may also practice adjective order, e.g. the small green block (*not* green small block).

Encourage Learner B to be an active listener. Two techniques of active listening are:

- **Clarification:** "Is the block next to or under the green block?"
- **Repeating:** "O.K. I'm putting it under the yellow block".

### CONJUGATION CONCENTRATION

- OBJECTIVE:** To practice simple present pronoun-verb agreement
- MATERIALS:** Index cards or paper
- DESCRIPTION:**
1. Put each pronoun on a separate index card (I, you, he, she, it, we and they).
  2. Choose some verbs your learners have been studying.
  3. For each verb, put the singular form on one index card and the plural form on another index card, for example: sit, sits; eat, eats; run, runs.
  4. Put the pronoun cards face down on the table. Put the verb cards face down as well, but in a different grouping.
  5. The first learner chooses one pronoun card and one verb card. The learner must tell the group if the words match in person and number.
  6. If the words match in person, *and* the learner acknowledges that fact, it is a successful match. The learner gets one point.
  7. If the pronoun and verb are not in agreement or the learner does not know whether or not they agree, it is not a successful match. No points are given.
  8. For a successful match, the verb card is taken out of play. All of the pronoun cards remain in play for the entire game.
  9. The next learner takes a turn using the same steps. Play continues until there are no more verb cards left. The winner is the player with most points.
- SUGGESTIONS:** Try this activity with various grammatical tenses.



### **SIDE BY SIDE**

**OBJECTIVE:** To practice the comparative form

**MATERIALS:** Paper and pencil

- DESCRIPTION:**
1. Review comparative form.
  2. Elicit several adjectives from learners. Record on board.
  3. Arrange learners in pairs.
  4. Ask pairs to write sentences comparing themselves, using as many different adjectives as possible. Learners may use adjectives not on board as well.

Example: "Juana is taller than Blia"  
"Blia's book is newer than Juana's"

**SUGGESTION:** Learners may also compare objects, countries, animals, foods, and the like.

\_\_\_\_\_





**Kamille Kolar**

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**From:** Kamille Kolar  
**Sent:** Thursday, December 01, 2011 3:10 PM  
**To:** Kara Schommer; Brooke Dirtzu; Jesse Zager  
**Subject:** Weekly Update 12/1  
**Attachments:** Grant Writer\_PT\_1111\_POSTING.pdf

## **Weekly Update!**

**Dear Volunteers,**

**Mark your calendars for these important dates coming up in December. Both events begin at 6pm. Please RSVP so we ensure there will be enough food for everyone. Thanks!**

**Thursday, December 15<sup>th</sup>: Last Day of the Quarter and End of the Quarter Party**

**Thursday, December 29<sup>th</sup>: Quarterly Teacher Training**

## **Neighb in the News!**

## **LESSON PLAN IDEAS**

### **Beginning- Occupations and Applying for Jobs/Can and Can't**

**Describe Your Occupation** - This is a great lesson plan.

[http://www.associatedcontent.com/article/50675/lesson\\_plan\\_describing\\_occupations.html](http://www.associatedcontent.com/article/50675/lesson_plan_describing_occupations.html)

**Business English** – Links to resources for teaching about the business world and the workplace.

<http://www.eslflow.com/BusinessEnglish.html>

**Jobs and Careers** – This is a good mix of resources for teaching about jobs.

<http://www.eslflow.com/Jobandcareerlessonplans.html>

**Jobs Flashcards** – This is a great set of flashcards for jobs. <http://www.mes-english.com/flashcards/parttime.php>

**The World of Work** – Click on the link and scroll down to "Domain Four: The World of Work". <http://www.nc-net.info/ESL/guide.php>

**Job Advertisements** – This is a good lesson on job ads. <http://www.churchillhouse.com/english/jobad.html>

### **High Beginning- Finances/Future**

**Money & Spending** – This website has great activities that center on money and spending patterns.

<http://www.eslflow.com/Moneylessonplans.html>

**Money Conversation Questions** – A long list of possible conversation questions about money & shopping.

<http://iteslj.org/questions/money.html>

Banking Lesson Plan – This might be a little difficult, but maybe you could pull out some pieces and not use others.  
[http://bogglesworldesl.com/bank\\_roleplay.htm](http://bogglesworldesl.com/bank_roleplay.htm)

Credit Cards Article – This is a cool article with lots of questions & activities for the learners.  
[http://www.breakingnewsenglish.com/0707/070704-credit\\_card.html](http://www.breakingnewsenglish.com/0707/070704-credit_card.html)

Money Game – This could be a great classroom activity to do in small groups. <http://www.mes-english.com/games/tycoon.php>

Future Tense – Good resources for teaching the future tense. <http://www.eslflow.com/futuretenselessonplans.html>

## Intermediate- Being Good to the Environment/Present Perfect

Present Perfect Review – Good review of present perfect rules. -  
[http://www.myenglishteacher.net/present\\_perfect.html](http://www.myenglishteacher.net/present_perfect.html)

Present Perfect Lessons – Lots of resources for teaching the present perfect.  
<http://www.eslflow.com/presentperfecttenselessonplans.html>

## Advanced- Learning to Learn/Embedded Questions

<http://www.osa.umn.edu/forstudents/podcasts/index.html>

[http://www.osa.umn.edu/forstudents/podcasts/cynthia2\\_transcript2.html](http://www.osa.umn.edu/forstudents/podcasts/cynthia2_transcript2.html)

**Thanks and have a great week!**

**Brooke Dirtzu**

**ELL/GED AM Program Coordinator**

651-789-2525

**Kamille Kolar**

**PM Adult Education Program Coordinator**

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1      ..      ..      .  
 ...      .      ..      ...      .



2<sup>nd</sup> Annual Unique Cultural Boutique

## 6

**Modals: *Can, Might, Should, Must***

She can play the violin very well.

**Meaning**

can = ability or permission

might = possibility; maybe

should = advice

must = necessity; obligation

must not = prohibition

**Examples:** Johannes is from Germany. He can speak German.

I am not sure, but it might rain tomorrow.

You are tired. You should go to bed.

You must not drink and drive! It is dangerous.

**Structure: Modal + Verb**

**Examples:** She can play basketball very well.

It might be windy tomorrow.

## Negative: Modal + not + Verb

Examples: He cannot speak English. (or)  
You must not forget.

Appendix K  
He can't speak English.

## Questions: Modal + Subject + Verb

Examples: Can you help me?  
Where might you go on vacation?  
What should you not eat? (or) What shouldn't you eat?

## Exercise 1: Dictation

Write the sentences that the teacher reads.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Discuss

- a. What should parents teach their children?
- b. Can many people in your home country speak English?

## Exercise 2

Circle the correct words.

1. He (not rich isn't rich no is rich), so he (can can't)  
(buy buys to buy) a new car. He (must buy buys to buy) a used car.
2. I (am not do not) sure, but I (might must) go (to in)  
the mountains tomorrow. (You can Can you) (go to go) with (I me)?
3. During a test, students (must no must must not) look at another  
(student students student's) paper. They must (keep to keep)  
their eyes (in on) their own papers.
4. Teachers (should be should) on time for class.  
(He They) should not (be to be) late.
5. You (can't shouldn't) (talk to talk) a lot in (library a library).  
Libraries should be (quiet quiet's) places.

Keating, K.A. (2004) Grammar Wise 2  
Syracuse, NY: New Readers Press.

## Appendix K

E

Complete the questions. Write answers. Discuss with a partner.

1. What \_\_\_\_\_ (you can do) \_\_\_\_\_ very well?  
\_\_\_\_\_
2. What \_\_\_\_\_ (you can't do) \_\_\_\_\_ very well?  
\_\_\_\_\_
3. If you are sick, what \_\_\_\_\_ (you should do) \_\_\_\_\_ ?  
\_\_\_\_\_
4. If you are sick, what \_\_\_\_\_ (you should not do) \_\_\_\_\_ ?  
\_\_\_\_\_
5. If you drive too fast, what might \_\_\_\_\_ (happen) \_\_\_\_\_ ?  
\_\_\_\_\_
6. If you \_\_\_\_\_ (not study) \_\_\_\_\_, what might happen?  
\_\_\_\_\_
7. What must good workers \_\_\_\_\_ (do) \_\_\_\_\_ ?  
\_\_\_\_\_
8. What must children \_\_\_\_\_ (not do) \_\_\_\_\_ ?  
\_\_\_\_\_
9. What country might \_\_\_\_\_ (win) \_\_\_\_\_ the next World Cup in soccer?  
\_\_\_\_\_

Keating, K.A. (2004) Grammar Wise 2. Syracuse, NY: New  
Readers Press.

## Appendix K

1. He can't to buy beer. He too young
2. Our car is really dirty. We might to wash him tomorrow
3. I need help! Why you can't help me?
4. You must always wear a seatbelt in the car.
5. Good grades is important. You should be study.

12. 5 pairs of sentences. Add and change words as necessary.

1. \_\_\_\_\_  
(Maria / sick)  
\_\_\_\_\_  
(might / absent / tomorrow)
2. \_\_\_\_\_  
(today / very cold)  
\_\_\_\_\_  
(shouldn't / wear shorts)
3. \_\_\_\_\_  
(that girl / 14 years old)  
\_\_\_\_\_  
(cannot / a driver's license yet)
4. \_\_\_\_\_  
(our tests / always / difficult)  
\_\_\_\_\_  
(I / might not / an A)
5. \_\_\_\_\_  
(can't / my car / to school)  
\_\_\_\_\_  
(must / the bus)
6. \_\_\_\_\_  
(people in a theater / should / quiet)  
\_\_\_\_\_  
(should not / during the show)

Keating, K.A. (2004) GrammarWise 2.  
Syracuse, NY: New Readers Press

## Appendix K

Write sentences or questions. Add and change words as necessary.

1. Anna's mother / from / France, / but Anna / cannot / French  
\_\_\_\_\_
2. David / cannot / find / key, / so / cannot / door  
\_\_\_\_\_
3. I / should / bring / jacket? / yes, it / might / cold  
\_\_\_\_\_
4. Ellen / should / not / swim / because / sick  
\_\_\_\_\_
5. police officers / should never / money from people  
\_\_\_\_\_
6. tomorrow's test / important, / so / tonight / we / must  
\_\_\_\_\_
7. the boy / should / his hands / before / dinner  
\_\_\_\_\_
8. the meeting / begin / 2:00. / we / must not / late!  
\_\_\_\_\_
9. I / might not / time / for lunch today  
\_\_\_\_\_
10. you / tired. / you / should / bed.  
\_\_\_\_\_

### Discuss

- a. What keys do you have? Can you always find them?
- b. Do you usually eat breakfast? What might you eat for breakfast?
- c. Are you tired? Should you go to bed early tonight?

## Exercise 7

Appendix K

Write pairs of sentences. Start with the names of people you know.  
Use the words below the line.

1. \_\_\_\_\_  
\_\_\_\_\_ (often sick)  
\_\_\_\_\_ (should)
2. \_\_\_\_\_  
\_\_\_\_\_ (drives really fast)  
\_\_\_\_\_ (might)
3. \_\_\_\_\_  
\_\_\_\_\_ (want to learn English)  
\_\_\_\_\_ (should not)
4. \_\_\_\_\_  
\_\_\_\_\_ (be too young)  
\_\_\_\_\_ (cannot)
5. \_\_\_\_\_  
\_\_\_\_\_ (smoke a lot)  
\_\_\_\_\_ (might)
6. \_\_\_\_\_  
\_\_\_\_\_ (has an important meeting)  
\_\_\_\_\_ (must not)
7. \_\_\_\_\_  
\_\_\_\_\_ (know how to cook)  
\_\_\_\_\_ (should)
8. \_\_\_\_\_  
\_\_\_\_\_ (not have much money)  
\_\_\_\_\_ (cannot)
9. \_\_\_\_\_  
\_\_\_\_\_ (wants a new job)  
\_\_\_\_\_ (must)

Keating, KA (2004) Grammar Wise 2. Syracuse, NY: New Readers Press.



# Appendix L

## CASAS Listening Basic Skills Content Standards by Instructional Level

### Categories

L1	Phonology
L2	Vocabulary
L3	Grammar
L4	General Discourse
L5	Informational Discourse
L6	Strategies and Critical Thinking

### Key to NRS ESL Educational Functioning Levels

1	Beginning Literacy
2	Beginning Low
3	Beginning High
4	Intermediate Low
5	Intermediate High
6	Advanced

CS#	Content Standard	ESL							
		NRS Level		1	2	3	4	5	6
		CASAS Level		A	A	A	B	B	C
<b>L1</b>	<b>Phonology</b>								
L1.1	Recognize and distinguish between the various sounds of English (e.g., vowels, consonants, minimal pairs, rhymes)			•	•	•			
L1.2	Recognize words and sounds when they are modified by adjacent sounds (e.g., final "s": walks [s] vs. plays [z]; final "-ed": walked [t] vs. played [d])			•	•	•			
L1.3	Distinguish individual words in connected speech			•	•	•			
L1.4	Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)			•	•	•			
L1.5	Recognize reduced forms of words and phrases (e.g., <i>gonna</i> , <i>gimme</i> ; <i>Did you/Didja</i> , <i>twenty/twenny</i> )						•	•	
L1.6	Recognize location of stress in multi-syllable words (e.g., <i>My áddress is 312 Date Street.</i> vs. <i>Please addréss this envelope.</i> )							•	•
L1.7	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise.)							•	•
<b>L2</b>	<b>Vocabulary</b>								
L2.1	Comprehend simple words and phrases in basic communication in familiar contexts (e.g., basic courtesies, personal information, survival, emergency)			•	•	•			
L2.2	Recognize letters of the alphabet, letters in words, and numbers when spelled or dictated			•	•	•			
L2.3	Comprehend high frequency words, phrases, phrasal verbs and simple idioms used in a variety of everyday contexts (e.g., everyday conversations, simple descriptions, directions)			•	•	•	•	•	
L2.4	Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)			•	•	•	•	•	
L2.5	Comprehend homonyms in context (e.g., <i>There's a <u>hole</u> in the bag. / Get a <u>whole</u> bag.</i> )					•	•	•	•
L2.6	Comprehend words changed by prefixes, suffixes, etc. (e.g., <i>happy/unhappy</i> ; <i>govern, government</i> )					•	•	•	•
L2.7	Comprehend speech that contains unfamiliar vocabulary using contextual clues					•	•	•	•

# CASAS Listening Basic Skills Content Standards by Instructional Level

		NRS Level	1	2	3	4	5	6	
		CASAS Level	A	A	A	B	B	C	D
L2.8	Comprehend a wide range of vocabulary such as synonyms (e.g., <i>doctor</i> vs. <i>physician</i> ), precise terminology (e.g., <i>home</i> vs. <i>duplex apartment</i> ), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on a variety of topics							•	•
L2.9	Comprehend specialized vocabulary (e.g., technical, academic)							•	•
<b>L3</b>	<b>Grammar</b>								
L3.1	Comprehend basic grammar and structures with present tense verbs and modals of high-frequency usage (e.g., <i>to be</i> , <i>to do</i> , <i>to need</i> , <i>to have</i> , <i>can</i> )		•	•	•				
L3.2	Recognize pronouns and follow pronouns across a statement (e.g., <i>Carlos lives with his mother.</i> )		•	•	•				
L3.3	Recognize contracted forms		•	•	•	•			
L3.4	Recognize imperative constructions		•	•	•	•			
L3.5	Recognize negative constructions		•	•	•	•			
L3.6	Distinguish between simple questions (e.g., WH- & yes/no) and statements		•	•	•	•			
L3.7	Recognize noun plurals		•	•	•	•			
L3.8	Recognize the possessive form of nouns and pronouns			•	•	•			
L3.9	Comprehend intermediate level grammar and structures (e.g., simple past, modals, real conditional, present perfect, compound simple sentences)				•	•	•		
L3.10	Comprehend comparative forms of adjectives (e.g., <i>faster</i> , <i>fastest</i> )				•	•	•		
L3.11	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first</i> , <i>then</i> , <i>however</i> , <i>it's important that</i> , <i>well</i> , <i>anyway</i> , <i>that being said</i> , <i>etc.</i> )					•	•	•	•
L3.12	Comprehend comparative forms of adverbs (e.g., <i>more quickly</i> , <i>the most quickly</i> )						•	•	
L3.13	Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)						•	•	•
L3.14	Recognize a range of question types (e.g., embedded questions, tag questions)						•	•	•
<b>L4</b>	<b>General Discourse</b>								
L4.1	Comprehend simple learned social exchanges		•	•	•				
L4.2	Comprehend simple conversations		•	•	•	•			
L4.3	Comprehend simply expressed states and feelings		•	•	•	•			
L4.4	Comprehend abbreviated forms of speech (e.g., <i>Want some?</i> )				•	•			
L4.5	Comprehend brief non-face-to-face communication (e.g., short phone calls, personal messages)				•	•	•	•	
L4.6	Comprehend extended conversations					•	•	•	
L4.7	Comprehend extended social narrative (e.g., a description of weekend activities)						•	•	
L4.8	Recognize fillers and place holders in speech (e.g., <i>Um</i> , <i>You know</i> , <i>Like</i> )						•	•	
L4.9	Comprehend communicative function of speech (e.g., polite disagreement: <i>Do you really think so?</i> )						•	•	•

# CASAS Listening Basic Skills Content Standards by Instructional Level

		NRS Level	1	2	3	4	5	6	
		CASAS Level	A	A	A	B	B	C	D
L4.10	Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)						•	•	•
L4.11	Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)						•	•	•
L4.12	Understand humor, jokes, irony						•	•	•
<b>L5</b>	<b>Informational Discourse</b>								
L5.1	Comprehend short emergency warnings and commands (e.g., <i>Stop! Wait!</i> )	•	•						
L5.2	Comprehend brief messages (e.g., <i>Your husband called. Ms. Garcia wants to see you right away.</i> )		•	•	•				
L5.3	Comprehend brief non-face-to-face messages or announcements (e.g., <i>The store will close in ten minutes.</i> )		•	•	•				
L5.4	Comprehend simple single-step instructions, explanations, and directions (e.g., <i>Turn off the lights. Put the boxes in the back.</i> )		•	•	•				
L5.5	Comprehend multi-step instructions and directions (e.g., <i>Turn off the lights when you leave and lock the door.</i> )					•	•	•	
L5.6	Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)						•	•	•
L5.7	Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> )							•	•
L5.8	Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)								•
L5.9	Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)								•
L5.10	Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)								•
<b>L6</b>	<b>Strategies and Critical Thinking</b>								
L6.1	Identify the topic, main idea, or gist of brief discourse or information			•	•	•	•		
L6.2	Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i> )			•	•	•	•		
L6.3	Make inferences from simple statements or conversation			•	•	•			
L6.4	Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)			•	•	•	•	•	
L6.5	Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)			•	•	•	•	•	
L6.6	Demonstrate understanding of hypothetical situations (e.g., <i>You are a patient. What do you say to the doctor?</i> )				•	•	•	•	
L6.7	Determine when clarification is necessary					•	•	•	
L6.8	Identify the main idea or topic of extended discourse					•	•	•	
L6.9	Listen for complex detail or several details in extended discourse (e.g., <i>What are the reasons for the company's new policy?</i> )						•	•	
L6.10	Make inferences and predictions and draw conclusions from lengthy or complex information						•	•	
L6.11	Differentiate fact from opinion						•	•	
L6.12	Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)						•	•	
L6.13	Listen critically in order to make informed decisions or formulate opinions						•	•	



UNIT 3 TOPICS: Consumer Economics		
UNIT 3, WEEK 5 GRAMMAR: PASSIVE VOICE		
Day/Date	Objectives: Students will be able to...	Materials (Vocab & Teaching Notes)
Mon., Oct 10 <sup>th</sup>	<ol style="list-style-type: none"> <li>List ten steps for becoming a <i>locavore</i> and ten reasons to eat locally after completing a jigsaw activity.</li> <li>Identify <u>examples of passive voice</u> in the text.</li> <li>Identify <u>reasons for using the passive</u>.</li> <li>Form affirmative and negative statements (with and without the by-phrase), <u>yes/no questions, wh-questions</u> and short answers using passive voice.</li> </ol>	<a href="http://www.pbs.org/now/shows/344/locavore.html">http://www.pbs.org/now/shows/344/locavore.html</a> <a href="http://fogcity.blogs.com/downloadable_docs/10reasons.pdf">http://fogcity.blogs.com/downloadable_docs/10reasons.pdf</a> <b>Focus on Grammar 4: 270-273</b>
Tue, Oct 11 <sup>th</sup>	<ol style="list-style-type: none"> <li>Answer comprehension questions about <i>The Real Challenge of Eating Locally</i>.</li> <li>Identify <u>examples of passive voice</u> in the text.</li> <li>Compare and contrast a locavore diet with a non-locavore diet.</li> <li>Decide which sentence best paraphrases another sentence.</li> <li>Change examples of active voice from the <u>paraphrase exercises to passive voice when appropriate</u>.</li> </ol>	<b>Four Point Reading and Writing Advanced 2: 164-176</b> <b>Focus on Grammar 4: 270-273</b>
Wed, Oct 12 <sup>th</sup>	<ol style="list-style-type: none"> <li>Define “sustainability” and how it affects resources and the economy.</li> <li>Identify passive sentences in the text about the Appalachian Sustainable Development project.</li> <li>Identify <u>examples of passive voice</u> in a video about sustainable agriculture.</li> <li>Change passive sentences to active sentences <u>when appropriate</u>.</li> </ol>	<a href="http://www.pbs.org/now/enterprisingideas/asd.html">http://www.pbs.org/now/enterprisingideas/asd.html</a> <a href="http://www.pbs.org/now/shows/344/video.html">http://www.pbs.org/now/shows/344/video.html</a> <a href="http://www.pbs.org/now/transcript/344.html">http://www.pbs.org/now/transcript/344.html</a>
Thu, Oct 13 <sup>th</sup>	<ol style="list-style-type: none"> <li>Identify passive sentences in an excerpt of Kingsolver’s <i>Animal, Vegetable, Mineral</i>.</li> <li>Change passive sentences from excerpt to active sentences <u>when appropriate</u>.</li> <li>Complete “Food Sources” writing activity on p. 181 of <i>Four Point Reading and Writing 2</i>.</li> <li>Identify examples of passive voice in a listening about farm dinners.</li> <li>Change passive sentences from listening to active sentences <u>when appropriate</u>.</li> </ol>	<a href="http://www.npr.org/2011/07/24/137853034/farm-dinners-serve-up-local-food-ambiance">http://www.npr.org/2011/07/24/137853034/farm-dinners-serve-up-local-food-ambiance</a> <a href="HTTP://WWW.PBS.ORG/NOW/SHOWS/344/ANIMAL-VEGETABLE-MIRACLE.PDF">HTTP://WWW.PBS.ORG/NOW/SHOWS/344/ANIMAL-VEGETABLE-MIRACLE.PDF</a>

UNIT 3 TOPICS: Consumer Economics		
UNIT 3, WEEK 6 GRAMMAR: Passive Voice		
Day/Date	Objectives: Students will be able to...	Materials (Vocab & Teaching Notes)
Mon, Oct. 17 <sup>th</sup>	<ol style="list-style-type: none"> <li>1) Choose a writing topic from p. 181 of <i>Four Point Reading and Writing 2: "Small Farms, Big Farms" or "Government Control of Food Prices"</i>.</li> <li>2) <u>Use the internet for light research in order to inform their writing.</u></li> <li>3) <u>Write on a topic from p. 181 and post to the blog. (Try to use passive voice if possible.)</u></li> <li>4) Complete a jigsaw activity to compare and contrast the "greenness" of Minnesota colleges.</li> </ol>	<p>CLOW (Computer Lab on Wheels)  <a href="http://www.ellneighborhood.blogspot.com/">http://www.ellneighborhood.blogspot.com/</a>            Four Point Reading and Writing 2: 181  <a href="http://www.greenreportcard.org/report-card-2009">http://www.greenreportcard.org/report-card-2009</a></p>
Tue, Oct 19 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. <u>Identify examples of the passive voice in the reading and change them to active voice.</u></li> <li>2. Write about what should or shouldn't be changed about their neighborhood, school, or apartment <u>using passive voice</u>.</li> <li>3. Write a mock-email (including subject line, appropriate greeting and closing) to an apartment manager asking for information.</li> </ol>	<p>Index Card Games for ESL: 41            Exercises in English Conversation: 53-57            Word Power Advanced 2: 27-31 (Tenants and Landlords)            Understanding and Using English Grammar (blue Azar): 209-210</p>
Wed, Oct 19 <sup>th</sup>	<ol style="list-style-type: none"> <li>1) <u>Identify examples of the passive voice in the reading and change them to active voice.</u></li> <li>2) <u>List questions about ATM cards or other banking services (try to use the passive voice if possible).</u></li> </ol>	<p>Exercises in English Conversation: 47-52            Focus on Grammar 4: 270-273            Word Power Advanced 2: 22-25 (The Plastic Revolution)</p>
Thu, Oct 20 <sup>th</sup>	<ol style="list-style-type: none"> <li>1) Complete an information gap activity with a partner to practice <u>using the passive voice.</u></li> <li>2) <u>Identify examples of the passive voice in the reading and change them to active voice.</u></li> <li>3) Make a list of questions to ask if applying for a loan (<u>try to use passive voice if possible</u>).</li> </ol>	<p>Focus on Grammar 4: 281; 284            Word Power Advanced 2: 17-21 (Borrowing Money)</p>

# Appendix N

## OUT OF THE BOX .....

**A two-person job.** Bring in home decorating magazines that include do-it-yourself sections to improve one's home. Hand out the magazines and have each student choose a remodeling or decoration project. Point out that students will need help from a friend to complete the project. Write the following questions on the board:

- What are you going to remodel/redecorate?*
  - What do you need to borrow from your friend?*
  - What do you need to buy?*
  - What are you going to ask your friend to get for you?*
  - When are you going to ask your friend to come to your place to help you?*
  - What else are you going to ask your friend to do?*
- Have students answer the questions in note form individually, and think about the requests they will need to make. Pairs of students take turns making requests and replying to them. The student who receives the request should either accept to help or apologize and explain why he or she is refusing.

## UNIT 14 Advice: Should, Ought to, Had better

### Unit Overview

Unit 14 focuses on ways to give and ask for advice.

- *Should* and *ought to* are used to say something is advisable.
- *Had better* is used to give strong advice. It expresses that something bad will happen if the person does not follow the advice.
- *Should* is used in questions. *Ought to* and *had better* are not normally used in questions.

## Grammar in Context (pages 154–155)

### Vocabulary

**cyber:** relating to computers, especially to the messages and information on the Internet

### Comprehension Questions

- What kind of advice does the article give? (*about how to be polite when using the Internet*)

- What should you do before posting your own ideas? (*read old messages and/or FAQs*)
- Why shouldn't you use capital letters? (*because they seem like shouting*)
- Why should you count to ten before replying to a message that made you angry? (*to avoid sending a reply that can hurt someone*)
- What do emoticons show? (*the feelings of the person who is writing a message*)
- Why shouldn't you use your real name on the Internet? (*because of safety reasons*)

### Discussion Topics

- Have students discuss the following questions: "Why is netiquette important?" "Which rules from the article do you follow?" "What problems might you have if you don't know or follow the rules of netiquette?" If students have had any problems when using the Internet, have them share their experiences.
- Ask students to list other rules of netiquette that could have been included in the article. Have them discuss their importance.

## Grammar Presentation (pages 156–157)

### Identify the Grammar

ADVICE: *SHOULD, OUGHT TO, HAD BETTER*  
... you should know these simple rules of netiquette.

When should you post to a bulletin board or chat room?

Newbies shouldn't jump in right away ...  
... they ought to lurk a little first.

You'd better not reply right away.

### Grammar Charts

- Write the following examples on the board:

Advice: *Should*

*They should learn the rules of netiquette.*

*Should he use capital letters?*

*You shouldn't forget that people have feelings.*

*When should we post to the bulletin board?*

—Have students study the examples, and ask:

"How do you give advice with *should*?"

(*should* + *base form of verb*) "Does *should* change when the pronoun changes?" (*no—should is the same for all pronouns because it is a modal*) "How do you form the negative of *should*?" (*shouldn't OR should + not*)

(*should* + *base form of verb*) "How do you form yes/no questions?" (*should* + *subject* + *base form of verb*) "How do you form wh-

Tibens, S.C. (2006) Focus on grammar 3: An integrated skills approach teachers manual. (3rd ed.). White Plains, NY: Pearson Education, Inc. Unit 14 | 57



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questions?" (wh- word + should + subject + base form of verb)

—Call on a volunteer to provide the two possible short answers. (Yes, they should. No, they shouldn't.)

• Write the following example on the board:

Advice: *Ought to*

*You ought to lurk a little first.*

—Ask the class: "How do you give advice with *ought to*?" (*ought to* + base form of verb)

"Does *ought to* change when the pronoun changes?" (No—*ought to* is the same for all pronouns because it is a modal.)

—Point out that negative statements and questions with *ought to* are not common.

• Write the following examples on the board

Advice: *Had better*

*You'd better use a screen name.*

*You'd better not reply right away.*

Have students study the examples and ask:

"What does the *d* in *you'd* stand for?" (*had*)

"How do you give advice with *had better*?"

(*had better* + base form of verb) "How do you form the negative of *had better*?" (*had better* + not + base form of verb)

—Point out that *had better* does not change when the pronoun changes. *Had better* is not a modal but it behaves like a modal.

—Point out that *had better* is often contracted in everyday speech and that questions with *had better* are not common.

• Write on the board:

*You / be polite*

• Have students use the cues on the board to give advice with *should*, *ought to*, and *had better*. (*You should be polite. You ought to be polite. You'd better be polite.*) As students say the statements, you may want to have a volunteer come to the front and write the statements on the board.

## Grammar Notes

**Note 1** (Exercises 1–2, 4–5)

• To help clarify, write on the board:

(+) *You should remember the rules.* = *You ought to remember the rules.*

(–) *You shouldn't forget the rules.*

Make sure students understand that although *ought not to* is not common in American English, it is used in British English.

• Have students write a sentence with *shouldn't* and a sentence with *ought to* describing the responsibilities of students in an English class. (*Students shouldn't be late to class.*)

*Students ought to do their homework.*) Have students share their ideas with the class.

• Point out that when we give advice, we often use *maybe*, *perhaps*, or *I think* in order to sound gentler.

• Working in pairs, have students think of an imaginary problem to share with their partners and receive advice. Ask students to soften their advice using *maybe*, *perhaps*, or *I think*. (Student A: *My computer got infected by a virus.* Student B: *Maybe you should update your virus protection.*)

→ For additional practice, see the Supplementary Activities on pages 147–148.

**Note 2** (Exercises 1–2, 4–5)

• Emphasize that *had better* is used when you believe something bad will happen if the person does not follow the advice. Point out that the undesired consequence is often said, and it is introduced by *or*. Write examples on the board:

*You'd better keep your post short, or no one will read it.*

*You'd better write a polite reply, or you might offend him.*

• Point out that the contraction of *had better* is normally used in everyday speech. Say the following statements one by one, and have students restate them chorally using the contraction. "You had better learn the rules." "You had better stop chatting and get down to work." "You had better change your attitude."

• Point out that the negative form of *had better* is *had better not* (NOT ~~*had not better*~~).

Write the following examples on the board, and have students turn them into the negative.

*You'd better give your real name.*

*You'd better use capital letters.*

*You'd better reply right away.*

• Write on the board:

\_\_\_\_\_, or she'll be late.

\_\_\_\_\_, or he'll lose his job.

\_\_\_\_\_, or they'll get angry.

\_\_\_\_\_, or you'll catch a cold.

Have students work in pairs to complete the statements on the board using *had better* or *had better not*. To review, have several students read their statements aloud.

**Note 3** (Exercises 1, 3, 5)

• Give more examples. You can say, "Should I post my opinion?" "Should I get virus protection?" "Should I tell her my password?"

Tibeno, S.C. (2006) Focus on Grammar 3: An integrated skills approach teacher's manual. (3rd ed.). White Plains, NY: Pearson Education.



- Have volunteers make up and say their own questions with *should*.

## Focused Practice (pages 158–161)

### Exercise 1

*debate team*: a group of people who discuss a subject formally so that they can make a decision or solve a problem

*burn out*: to work at something over a period of time to the point of becoming very tired of it

*get a life*: here, to enjoy life

### Exercise 2

*remote*: a piece of equipment that you use to control a television, video, etc., from a distance

*subtitles*: words that translate what the actors in a foreign movie are saying that appear on the bottom of the screen

*rewind*: to make a tape go back to the beginning or to an earlier place

*Groundhog Day*: February 2, according to American stories, the first day of the year that a groundhog (a small North American animal that has thick brown fur and lives in holes in the ground) comes out of its hole. If it sees its shadow, there will be six more weeks of winter; if it does not, good weather will come early

*plot*: the events that form the main story of a book, movie, or play

### Exercise 3

*dependable*: someone or something that is dependable will always do what you need or expect him, her, or it to do

### Exercise 5

*LOL*: a written abbreviation of “laughing out loud” used by people communicating in chat rooms on the Internet to say that they are laughing at something that someone else has written

## Communication Practice (pages 162–164)

### Exercise 6

- Before students listen, have them look at the sentences and predict the advice the radio show host will give.
- After reviewing answers, ask students to say if they were right in their predictions.
- ① Ask students if they have any other advice for buying a computer. Have them brainstorm in small groups and then share their ideas with the class.

### Exercise 7

- Go over the list of topics. As a class, brainstorm other topics and write them on the board.  
*dressings for work*  
*punctuality at work*  
*office schedules*  
*socializing after work with colleagues*  
*gift giving*
- Before students interact, have them choose two topics from the board and add them to their list.
- Follow up by having volunteers share with the class the advice they gave. You may want to write a few statements on the board.

### Exercise 8

- Point out that every student should receive advice from his/her group partners.
- After all groups have finished the discussion, ask each group to present one problem and their advice to the class. Invite the class to offer additional advice for each problem posed.

### Exercise 9

- To help students with unknown vocabulary, have the class name the objects that need repairing, cleaning, or arranging. Provide any unknown words. Write a list on the board.  
*ceiling*                      *notice board*  
*panel*                      *radiator*  
*wallpaper*                *photocopier*  
*window pane*             *computer desk*  
*floor*                      *chair*  
*blackboard*              *wastepaper basket*
- To help students generate ideas, ask the class what the people in the line could be complaining about. (*The man at the computer is taking too long. He is wasting time as he drinks coffee and eats snacks. The computer desk is messy. There is only one computer in the classroom.*)
- Have each pair assign a scribe. Encourage students to write as many sentences as they can think of.
- After each pair has compared their list with another pair, follow up with a class discussion about what should be done to improve the institute.

### Exercise 10

- Draw the format of a formal letter on the board:

April 12, 2005  
13 Apple Lane  
Newtonville, MA 02166

Mr. Thompson  
EFL Computer Training Institute  
10 Ferry Street  
Newbury, MA 01951

Dear Mr. Thompson:  
(body of letter)

Sincerely,  
(your signature)

- Tell students that Mr. Thompson is the owner of the institute. (Students can use another name.) Point out the date, the address of the person who is writing the letter, the address of the institute, the closing, and the signature.
- Questions to elicit vocabulary and generate ideas:
  - What should they repair?
  - What should they clean?
  - What should they put in order?
  - What new equipment should they buy?
  - What rules should there be for computer use?
  - What signs should they put up on the walls?

### Further Practice

Have students discuss the following questions in small groups:

- Have you ever been on a job interview?
- Was it a good interview? Why or why not?
- What advice would you give to someone interviewing for the first time?

Follow up with a class discussion. Encourage students to add other suggestions for the job interviews, such as what to wear, how to greet and say good-bye to the interviewer, what to say and not to say, and how to follow up appropriately. Write students' ideas on the board.

## GRAMMAR OUT OF THE BOX.....

**Advice columns.** Bring in magazines that have advice columns. (Make sure that the topics covered are appropriate for your group. If

## Appendix N

necessary, select questions and answers, and photocopy them for each group.) Ask students, working in small groups, to choose and discuss a problem from the advice column—or the problem in their photocopy—and the advice given by the expert. Also ask students to write down a few statements giving their own advice. Follow up by asking each group what problem they discussed. Ask students to give their opinion of the advice given by the expert and share their own advice.

## Suggestions: Let's, Could, Why don't, Why not, How about

### UNIT 15

### Unit Overview

Unit 15 focuses on ways to make suggestions and ways to agree or disagree with them.

- *Let's*, (*Maybe*) . . . *could*, *Why don't*, and *Why not* are used to make suggestions and are followed by the base form of a verb. *How about* is also used for suggestions and is followed by a noun or gerund.
- To agree with a suggestion, we use informal expressions such as *Good idea*, *Great*, *I'd like that*, *OK*, or *Sure*. To disagree, we often give an explanation and make a new suggestion.

## Grammar in Context (pages 165–166)

### Background Note

Youth hostels are run by the International Youth Hostel Association. They offer inexpensive accommodations for travelers, and they are very popular with students. However, older people and non-students also use them.

### Vocabulary

**youth hostel:** a place where people, especially young people who are traveling, can stay very cheaply for a short time

**volcano:** a mountain with a large hole at the top out of which rocks, melted rock, and ash sometimes explode

**lodge:** a building in the country where people can stay for a short time, especially in order to do a particular activity

**lava:** hot melted rock that flows from a volcano

**overlook:** to have a view of something from above

**harbor:** an area of water next to the land, where ships can stay safely

**PART II PRONOUNS AND PHRASAL VERBS**

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	Writing instructions	

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**PART III MODALS AND SIMILAR EXPRESSIONS**

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	E-mail messages (personal and business) <i>Mail's Here!</i>	

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## **PART VIII MORE MODALS AND SIMILAR EXPRESSIONS**

<b>UNIT 33</b>	<b>Preferences: <i>Prefer</i>, <i>Would prefer</i>, <i>Would rather</i></b>	<b>376</b>
	Online questionnaire about preferences: <i>Leisure-Time Activities</i>	
<b>UNIT 34</b>	<b>Necessity: <i>Have (got) to</i>, <i>Must</i>, <i>Don't have to</i>, <i>Must not</i>, <i>Can't</i></b>	<b>388</b>
	Column about international travel: <i>Know Before You Go</i>	
<b>UNIT 35</b>	<b>Expectations: <i>Be supposed to</i></b>	<b>398</b>
	Excerpt from an etiquette book: <i>Wedding Wisdom</i>	
<b>UNIT 36</b>	<b>Future Possibility: <i>May</i>, <i>Might</i>, <i>Could</i></b>	<b>406</b>
	Transcript of a TV weather report: <i>Weather Watch</i>	
<b>UNIT 37</b>	<b>Conclusions: <i>Must</i>, <i>Have (got) to</i>, <i>May</i>, <i>Might</i>, <i>Could</i>, <i>Can't</i></b>	<b>414</b>
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## GRAMMAR NOTES

## EXAMPLES

1. Use the modals **should** and **ought to** to say that something is **advisable** (a good idea).

**USAGE NOTES:** We do not usually use the negative of **ought to** in American English. We use **shouldn't** instead.

We often soften advice with *maybe*, *perhaps*, or *I think*.

- Derek **should** answer that e-mail.
- You **ought to** read the FAQ.
- We **shouldn't** post long messages.  
NOT COMMON We ~~ought not to~~ post long messages.
- Ryan, *maybe* you **shouldn't** spend so much time on the Internet.

## Pronunciation Note

**Ought to** is often pronounced "oughta" in informal speech.

2. Use **had better** for **strong advice**—when you believe that something bad will happen if the person does not follow the advice.

**USAGE NOTE:** The full form *had better* is very formal. We usually use the **contraction**.

The negative of *had better* is **had better not**.

- **BE CAREFUL!** *Had better* always refers to the **present** or the **future**, never to the past (even though it uses the word *had*).

- Kids, you'd **better** get off-line now or you won't have time for your homework.
- You'd **better** choose a screen name.  
NOT COMMON You ~~had better~~ choose a screen name.
- You'd **better not** use your real name.  
NOT You ~~had not better~~ use your real name.
- You'd **better not** call them *now*. They're probably sleeping.
- You'd **better** post that *tomorrow* or it'll be late.

3. Use **should** for **questions**. We do not usually use **ought to** or **had better** for questions.

- **Should** I join this chat room?
- When **should** I sign on?

## Reference Notes

For general information on **modals**, see Unit 11, Grammar Note 1 on page 126.

Sometimes we use **must** or **have to** to give very strong advice. This kind of advice is similar to talking about **necessity** or **obligation** (see Unit 34).

For a list of modals and their functions, see Appendix 19 on page A-8.

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Appendix P

## Grammar Presentation

## ADVICE: SHOULD, OUGHT TO, HAD BETTER

Statements		
Subject	Should / Ought to / Had Better*	Base Form of Verb
I You He She We You They	<b>should (not)</b> <b>ought to</b> <b>had better (not)</b>	<b>reply.</b>

Contractions	
should not	= <b>shouldn't</b>
had better	= <b>'d better</b>

\*Should and ought to are modals. Had better is similar to a modal. These forms do not have -s in the third-person singular.

Yes / No Questions		
Should	Subject	Base Form of Verb
<b>Should</b>	I he she we they	<b>reply?</b>

Short Answers					
Affirmative			Negative		
<b>Yes,</b>	you he she you they	<b>should.</b>	<b>No,</b>	you he she you they	<b>shouldn't.</b>

Wh- Questions				
Wh- Word	Should	Subject	Base Form of Verb	
How When Where	<b>should</b>	I he she we they	<b>send</b>	<b>it?</b>

Fuchs, M., Bonner, M., & Westheimer, M. (2006) Focus on grammar  
3: An integrated skills approach. (3rd ed.). White Plains, NY:  
 Pearson Education.



Appendix P

## Focused Practice

### 1 DISCOVER THE GRAMMAR

Read these posts to an online bulletin board for high school students. Underline the words that give or ask for advice.

**Subject:** HELP!

**From:** Hothead

MY BRAIN IS EXPLODING!!! SAVE ME!! What should I do? I'm taking all honors courses this year, and I'm on the debate team, in the school congress, and on the soccer team. OH! I'd better not forget piano lessons! I'm so busy I shouldn't even be online now. ☹️

**From:** Tweety

First of all, you should stop shouting. You'll feel better. Then you really ought to ask yourself, "Why am I doing all this?" Is it for you or are you trying to please somebody else?

**From:** Loki

Tweety's right, Hothead. Do you really want to do all that stuff? No? You'd better not do it then. You'll burn out before you graduate. ☹️

**From:** gud4me

You're such a loser. You should get a life. I mean a REAL life. Do you have any friends? Do you ever just sit around and do nothing?

**From:** Tweety

Hey, gud4me, no flaming allowed! We shouldn't fight. Try to help or keep quiet. 😊

### 2 FRIENDLY ADVICE

Grammar Notes 1-2

Read these posts to a chat room about learning English. Complete them with the correct form (affirmative or negative) of the words in parentheses. Use contractions when possible.

curly: I think I should watch more movies to improve my English. Any ideas?  
1. (should / watch)

usedit: I loved *Sixth Sense*. But you had better / rent it if you don't like scary films.  
2. (had better / rent)

agurl: That's right. You had better / keep the remote in your hand. That way you can fast-forward through the scary parts.  
3. (had better / keep)

592XY: I think you ought to / see *Groundhog Day*. The same thing happens again and again. It's great listening practice—and it's funny!  
4. (ought to / see)

Fuchs, M., Bonner, M. & Westheimer, M. (2006) *Focus on Grammar*  
3: An integrated skills approach. White Plains NY: Pearson Education

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NOT You ~~had not better~~ use your real name.
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Rewrite these Internet safety tips. Use **should**, **ought to**, or **had better**. Choose between affirmative and negative.

The Internet is a wonderful place to visit and hang out.  
Here are some tips to make your trip there a safe one!

1. I often use my real name online. Is that a problem?

Yes! You should always use a screen name.

(Always use a screen name.)

Protect your identity!

2. Someone in my chat group just asked for my address.

(Don't give out any personal information.)

People can use it to steal your identity and your money.

3. My brother wants my password to check out a group before joining.

(Don't give it to anyone.)

Not even your brother! He might share it, and then people can steal your information.

4. I sent a file to someone, and she told me it had a virus.

(Get virus protection and use it.)

A virus can hurt your computer and destroy important files (and other people's too).

5. I update my virus protection every month. Is that really necessary?

Yes!

(Keep your virus protection up-to-date.)

Remember: *Old* virus protection is *no* virus protection!

6. I got an e-mail about a home-based business. I could make \$15,000 a month.

(Don't believe any "get rich quick" offers.)

They sound good, but people almost always lose money.

7. I got an interesting e-mail. I don't know who sent it, but it's got a file attached.

(Don't open any e-mail attachments from strangers.)

They could contain dangerous viruses.

8. The Internet sounds too dangerous for me!

Not really.

(Be careful!)

but enjoy yourself—it's an exciting world out there!

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# Appendix P

pati: Do you have a DVD player? If not, maybe you \_\_\_\_\_ one.  
5. (should / get)

DVDs have English subtitles.

usedit: But you \_\_\_\_\_ the subtitles right away. First you  
6. (should / use)  
\_\_\_\_\_ a few times. That's what rewind buttons are for!  
7. (should / listen)

592XY: Good advice. And you really \_\_\_\_\_ a plot summary before you  
8. (ought to / read)  
watch. You can find one online. It's so much easier when you know the story.

agurl: Curly, you're a math major, right? You \_\_\_\_\_ *A Beautiful Mind*.  
9. (ought to / watch)  
It's about a math genius.

curly: Thanks, guys. Those are great ideas. But you \_\_\_\_\_ me any  
10. (had better / give)  
more advice, or I'll never work on my other courses!

## 3 | COMPUTER TIPS

Grammar Note 3

Complete these posts to an online bulletin board. Choose the correct words from the box to complete the questions. Give short answers.

ask them to stop	buy one online	check the spelling
forward the e-mail	post right away	try to repair it

- Q: I want to join a new online discussion group. Should I post right away?  
A: No, you should. It's. It's always a good idea to "lurk" before you post.
- Q: My friends e-mail me a lot of jokes. A few of them are funny, but I really don't like receiving them. \_\_\_\_\_?  
A: \_\_\_\_\_. These jokes can waste a lot of time!
- Q: My computer is seven years old and has problems. \_\_\_\_\_?  
A: \_\_\_\_\_. That's very old for a computer! Buy a new one!
- Q: I just received a warning about a computer virus. The e-mail says to tell everyone I know about it. \_\_\_\_\_?  
A: \_\_\_\_\_. These warnings are almost always false.
- Q: I hate to go shopping, but I really need a jacket. \_\_\_\_\_?  
A: \_\_\_\_\_. It's safe. Just buy from a company you know.
- Q: I type fast and make spelling mistakes. Is that bad? \_\_\_\_\_?  
A: \_\_\_\_\_. Use a spell checker! Mistakes are bad netiquette!

Fuchs, M., Bonner, M., & Westheimer, M. (2006) Focus on grammar 3:  
a research white paper. N.Y.: Deaven Education.

Appendix P

**Communication Practice****6 | LISTENING**

🎧 A radio show host is giving advice to callers about buying a new computer. Listen to the show. Then listen again and check the sentences that agree with his advice.

- ☐ 1. Repair a seven-year-old computer.
- ☒ 2. Read online computer reviews.
- ☐ 3. Throw away your old computer.
- ☐ 4. Always buy the cheapest computer.
- ☐ 5. Order a computer from a big online company.
- ☐ 6. Shop at a local computer store.
- ☐ 7. Consider a service contract.
- ☐ 8. Get the most memory you can afford.

**7 | NEW COUNTRY, NEW CUSTOMS**

Work with a partner. Imagine that your partner has been offered a job in a country that you know very well. Give some advice about customs there. Then switch roles. Use the topics below and some of your own.

- calling your boss by his or her first name
- shaking hands when you first meet someone
- calling a co-worker by a nickname
- asking for a second helping of food when you are a guest
- crossing the street before the light turns green

Add your own topics.

- \_\_\_\_\_
- \_\_\_\_\_

**Examples:** You'd better not call your boss by her first name.  
You should shake hands when you first meet someone.

Fuchs, M., Bonner, M., & Westheimer, M. (2006) Focus on grammar 3: An integrated skills approach. (3rd ed.).  
White Plains, NY: Pearson Education.

## 5 EDITING

Read these posts to a bulletin board for international students in the United States. There are twelve mistakes in the use of **should**, **ought to**, and **had better**. The first mistake is already corrected. Find and correct eleven more.

**Justme:** My friend asked me to dinner and she told me I should ~~to~~ bring some food! What kind of an invitation is that? What I should bring to this strange dinner party?

**Sasha:** LOL! \* Your friend is having a potluck—a dinner party where everybody brings something. It's really a lot of fun. You ought bring a dish from your country. People will enjoy that.

**Toby:** HELP! My first day of class, and I lost my wallet! What ought I do first? My student ID, credit card, and cash are all gone.

**R2D2:** First of all, you'd not better panic because you need to be calm so you can speak clearly. You should to call your credit card company right away. Did you lose your wallet at school? Then you ought to going to the Lost and Found Department at your school.

**Smiley:** What should an international student does to make friends? At my college people always smile and say, "Hi, how are you?" but they don't wait for an answer!

**4gud:** New students should joining some clubs and international student organizations. They also ought to find a student in each class to study with and ask about homework assignments.

**Newguy:** Hi. I'm new to this board. I'm from Vietnam, and I'm going to school in Canada next year. How should I will get ready?

**Smiley:** Welcome Newguy! I'm at school in Montreal, and my best advice is—you're better bring a lot of warm clothes. You won't believe how cold it gets here.

**Sasha:** You ought check the school's website. They might have a Vietnam Students' Association. If they do, you should e-mail the Association with your questions. Good luck!

\*LOL = Laughing out Loud

## Appendix D

## 10 | WRITING

Look at the picture in Exercise 9. Imagine you are a student at the EFL Computer Training Institute. Write a letter of complaint to Mr. Thompson, the owner of the school. Give advice on improvements the institute should make.

**Example:** Dear Mr. Thompson:

I am a student at the EFL Computer Training Institute. My classes are very good, but the Institute had better make some improvements or many students are going to leave. First, I think you should . . .

## 11 | ON THE INTERNET

**C** Do a search on **advice on learning English**. Then discuss your search results with your classmates.

**Example:** A: You should always speak English with your classmates.

B: You shouldn't worry about speaking fast. It's not important.

C: I think . . .

Do you agree with the advice?

Fuchs, M., Bannier, M., & Westheimer, M. (2006) Focus on Grammar 3: An integrated skills approach. (3rd ed.).  
White Plains, NY: Pearson Education.

## 8 | PROBLEM SOLVING

Work in small groups. Take turns telling each other about problems you are having. They can be real problems or invented problems, or you can choose from the problems below. Your classmates will give you advice.

- having trouble making friends
- not earning enough money
- not having enough free time

**Example:** A: I'm having trouble making friends.

B: Maybe you should come to the student lounge.

C: I think you ought to spend more time with the rest of us.

## 9 | THIS PLACE NEEDS WORK!

Work in pairs. Look at a classroom at the EFL Computer Training Institute. Give advice for ways to improve the institute. Then compare your ideas with the ideas of another pair.



**Example:** A: They should empty the trash.

B: Yes, and they ought to . . .

Fuchs, M., Bonner, M., & Westheimer, M. (2006)  
 Focus on Grammar 3: An integrated skills approach (3rd ed.)  
 with the British and American Generation.

Appendix Q

Minnesota Literacy Council in-service workshops provide ongoing training for volunteer tutors who work with adult students. They offer a chance to learn new content, solve problems, and network with other volunteers. In-service sessions are free of charge.

<b>Date and Time:</b>	<b>Topic / Description:</b>
Wednesday February 1 6:30 p.m. - 8:30 p.m.	<b>Teaching Citizenship, Part One: Process, Policies and Paperwork</b> Get an overview of the citizenship process, the typical timeline for becoming a citizen, and the paperwork that is involved. This session includes a description of the different parts of the citizenship test and its content.
Wednesday February 8 6:30 p.m. - 9:30 p.m.	<b>Teaching Citizenship, Part Two: Content and Activities</b> Learn activities and strategies for helping students study for the government, reading, and writing parts of the citizenship test. The focus will be on creating meaning from the content of the test and helping learners develop stronger speaking and listening skills.  <b>Note:</b> If you are new to teaching citizenship, please plan to attend Part One before attending Part Two. Alternatively, you may complete the free online class on teaching citizenship before attending Part Two by going to <a href="http://online.themlc.org">http://online.themlc.org</a> .
Thursday March 8 6:30 p.m. - 8:30 p.m.	<b>Understanding Verb Tenses</b> Do you know the difference between the past progressive and the future perfect? Get an overview of all verb tenses in English (some examples include: simple present, past perfect, future continuous) including both grammatical form and typical meaning.
Wednesday March 28 10:00 a.m. - 12 noon	<b>Multi-Level Activities</b> Classes with adult students are quite diverse. Using activities that are designed to meet this diversity can lead to more success for all students and their tutors. In this workshop we will try out multi-level activities to practice reading, writing, conversation and vocabulary.
Tuesday April 3 6:30 p.m. - 8:30 p.m.	<b>Pragmatics: Language is More than Vocabulary and Grammar</b> Imagine that you want to make a complaint or respond to a compliment. The context and the person you are talking to would influence what you would say and how you would say it. If you were trying to do this in a new language, you could easily be interpreted as rude if you misjudged the expectations of your audience. Come increase your understanding of how American English speakers make complaints, apologies and compliments. We will discuss teaching implications, focusing primarily on advanced level activities.
Tuesday April 17 6:30 p.m. - 8:30 p.m.	<b>Introduction to Alphabetics</b> Alphabetics is one of the key components to mastering reading. Come learn about the various components of alphabetics and explore a variety of teaching strategies for working with adult learners.



## Appendix Q

<p>Saturday April 28 8:30 a.m. – 12 noon</p>	<p><b>Spring Tutoring Refresher</b> Join other tutors and get some fresh ideas for spring! This mini-conference will feature a variety of 50-minute sessions designed to give you practical activities and ideas.</p>	<p>Minnesota Literacy Council <b>2700 East Lake Street Suite 2500</b> (above Denny's) <b>Minneapolis MN, 55406</b></p>
<p>Monday May 7 6:30 p.m. - 8:30 p.m.</p>	<p><b>Vocabulary: How to Explain and Teach It</b> Tutors are called upon to explain vocabulary constantly and learning vocabulary is a vital part of language learning. In this workshop we will discuss how to explain new words in a way that helps students understand and benefit from the explanation. Then we will discuss what it means to truly know a word. We will also try some vocabulary practice activities.</p>	
<p>Wednesday May 9 6:30 p.m. - 8:30 p.m.</p>	<p><b>Guests in a House with Two Rooms: Educating Liberians in American English</b> Liberia is a small West African country, recovering from a 14-year devastating period of war and suffering. Minnesota is now home to the largest Liberian population outside of West Africa. While English is the official language in Liberia, it not considered a first language to most Liberians who come from tribal communities in the rural areas.</p> <p>Guest speaker Ahmed Sirleaf is the International Justice Program Associate at The Advocates for Human Rights. He will provide an historical and political context for the situation as it exists in Liberia today, discuss the issues of access (or the lack thereof) to education in Liberia, and he will also touch on some of the transfer issues emanating from the differences between Liberian English and American English.</p>	
<p>Monday May 21 10:00 a.m. -12 noon</p>	<p><b>Saying Less So That Students Can Say More</b> Minimizing teacher talk is a best practice, but when is it necessary to speak? How can a teacher make the most of what she or he has to say so that students can take their turn? Once it is the students' turn to talk, how can the teacher avoid the dreaded silent stares? Come learn ways to make teacher talk more efficient and to prepare students to take their turn.</p>	
<p>Tuesday June 12 6:30 p.m. - 8:30 p.m.</p>	<p><b>Tutoring a Literacy-Level Adult ESL Student</b> Tutoring a literacy level adult ESL student has unique rewards and challenges. There are very few textbooks aimed at this level. It is difficult to break down their learning goals into smaller, achievable steps. This session will cover suggested goals, processes and activities for helping an adult ESL student learn to read and write.</p>	
<p>Thursday June 28 6:30 p.m. - 8:30 p.m.</p>	<p><b>How Adults Learn Languages</b> What's happening in our students' brains as they are learning English? In this session you'll hear an overview of important research and theory in the area of language acquisition, and how to apply this to the ESL classroom.</p>	

Unless noted, all sessions are held at the Minnesota Literacy Council main office:  
700 Raymond Av. Suite 180, St. Paul, 55114.

Information is subject to change. For updated information, or to register for a session, please contact Tricia at 651-645-2277, ext. 241 or TBrooks@MNLiteracy.org. Or, you can register on-line at <http://www.mnliteracy.org/volunteers/training/tutor-in-service-workshops>



MLC's free, interactive online courses are self-paced. To participate, go to <http://online.themlc.org>

<b>Literacy-Level ESL Instruction</b>	Teaching literacy level students is a rewarding experience, but many instructors lack confidence in their ability to teach literacy level adults. In this course you will learn about the needs of literacy level students and effective teaching strategies.
<b>Multi-level English Language Instruction</b>	Any class with more than one student is multilevel, whether the source of the "multi" is educational, generational, or cultural. One key in these circumstances is to develop realistic expectations. Another key is to use a number of "multi" strategies. This course will help you find those keys.
<b>Research-based Beginning Reading Instruction for Adults</b>	Improve your understanding and use of research-based beginning reading instruction strategies and activities.
<b>Reading Assessments for Adult Basic Education</b>	Learn the purpose and how to use a variety of adult reading assessments - including CASAS, TABE, and other informal reading tests.
<b>Fundamentals of Curriculum Development</b>	This course will give tutors an overview of the curriculum development process and help them gain tools and resources for evaluating and writing curriculum.
<b>Mental Health in Adult Basic Education</b>	This course will help ABE/ESL/GED teachers and tutors understand mental health disorders common to the adult population by accessing and applying information from the Minnesota ABE Disabilities website.
<b>Citizenship Tutor Training</b>	The Citizenship Tutor Training educates teachers and tutors to assist students in preparing for the new citizenship exam that began on October 1, 2008.
<b>Teaching Adults with ADHD</b>	This course will provide teachers and volunteers an introduction to ADHD in adults, including teaching strategies, behavioral interventions, and how diversity intersects with mental health issues.
<b>Teaching Grammar in Adult ESL</b>	This course will provide teachers and tutors with practical ways to teach grammar as an integrated part of an adult English as a Second Language (ESL) class.
<b>Teaching Pronunciation</b>	This course is for tutors and teachers who want to help students improve their pronunciation of English.
<b>Understanding CASAS for Student Success</b>	This course will give teachers and tutors a basic understanding of the CASAS assessment system, tools to help learners master CASAS competencies, and strategies to help learners succeed on CASAS tests.

